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THE HOME OF THE MUSEUM

HON. THOMAS L. MONTGOMERY, DIRECTOR,
STATE MUSEUM,
HARRISBURG, PA.

Sir: I have the pleasure to submit for your approval a survey of the activities of the Division of Education from its beginning to the close of the year 1909.

The exhibits include those of education and social economy.

The free use of the collections of lantern slides for educational work throughout the state has met with popular demand.

Very truly,

ALICIA M. ZIERDEN,
Curator, Division of Education,
Pennsylvania State Museum.

BOARD OF TRUSTEES

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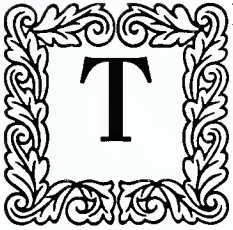
MARY E. REUTTER, Cataloguer

CHARLES REVIE, Messenger



Stairway Leading to Educational Exhibit Hall

THE DIVISION OF EDUCATION, PENNSYLVANIA STATE MUSEUM



HIS issue introduces to the public an institution of the state that was set aside exclusively for the benefit of its citizens. Since its opening many visitors have availed themselves of its pleasure and value.

The establishment of a first-class State Museum has been a long-felt want. Much has already been accomplished, although the work is in its infancy, and with the hearty co-operation received from its many friends, it is laying a foundation invaluable for future years.

It is hoped that the near future will see a State Museum for practical and educational purposes, where a collection of every kind of animal, bird, insect, specimen of flower and tree, also various historic relics and arts of the State can be found, these to be properly exhibited and scientifically arranged.

Aside from these various collections, a large auditorium with committee rooms is needed, where all kinds of educational, scientific, historical, agricultural, and art societies can meet, having access to the different departments of the Museum. Since the conventions meeting in the Capital City are many, and the persons visiting it annually number thousands, there is no more important place that would reveal to the visitor, whether pleasure-seeker, student, scientist or manufacturer, the resources of the State and its progress than a centralization at the State Museum.

HISTORY OF THE MUSEUM

Of recent years the study of history has become less of an endeavor to depict dynasties, and more to ascertain the development of the people and the causes for it. In the main the people had their records, not in books but in the tools and implements they handled. Likewise, in Pennsylvania such collections are scattered over the State that tell of the early history of its inhabitants, their manner of living, implements, handiwork in the arts of stone, iron, pottery, etc.

Ex-Governor Samuel W. Pennypacker had long been impressed with the importance of the preservation of such historical data and implements belonging to the State, and with the ruthless way that in years past these materials of history had been scattered and lost. The step to the creation of a Museum was a natural movement in this direction. Through his efforts, together with the efforts of Mr. Thomas L. Montgomery, the State Librarian, and Mr. Luther R. Kelker, in charge of the Archives, the following bill passed the Legislature in 1905:

"No. 43

AN ACT

SECTION 1. *Be it enacted, &c.,* That the use of the building known as the Executive Building, erected in the year one thousand eight hundred and ninety-four, and standing to the south of the new Capitol, now occupied by the Governor, the Secretary of the Commonwealth, the Auditor General, the State Treasurer and the Attorney General, be granted to the Trustees of the State Library, so soon as these officials remove to the new Capitol; and that the Trustees of the State Library be authorized to extend the scope of the institution, so as to include a museum for the preservation of objects illustrating the flora and fauna of the State, and its mineralogy, geology, archæology, arts and history.

APPROVED—The 28th day of March, A. D., 1905, Samuel W. Pennypacker."

Shortly afterward the Legislature passed a bill appropriating \$20,000 for the maintenance of a State Museum for the two years beginning June 1st, 1905. The Pennsylvania Commission of the Louisiana Purchase Exposition turned over to the State the exhibits of mining, agriculture, educa-

tion and social economy, which were on display at the Fair. With the consent of Dr. N. C. Schaeffer, Superintendent of Public Instruction, and of the State Board of Charities, the educational and social economy exhibits were given to the Museum.

In September, 1906, Mr. Boyd P. Rothrock, of Williamsport, was appointed curator of the Division of Natural History, and Miss Alicia M. Zierden, of Du Bois, curator of the Division of Education. At a special meeting of the Trustees of the Library held on November 21st, 1906, Mr. Thomas L. Montgomery, the State Librarian, was appointed Director of the Museum.

The Division of Zoology was established in the rooms formerly occupied by the Governor's offices. Mr. Rothrock, curator and taxidermist, began at once to collect, mount and group specimens of Pennsylvania birds, animals and insects, many of which were gifts to the Museum. A number of these groups are so arranged as to display them in their natural haunts.

The Division of Education of the Museum was assigned the rooms formerly occupied by the Secretary of the Commonwealth. The educational and social economy exhibit from the Louisiana Purchase Exposition at St. Louis having been turned over to the Museum, formed the nucleus of this exhibit. Under the direction of the present curator, a formal opening of this division to the public occurred on April 1st, 1908.

DIVISION OF EDUCATION

It is the purpose of this division to keep before the public the best the State affords in educational and social economy methods and results, by centralizing these at the Museum. More than 450 institutions are represented, where a study can be made of social and educational conditions.

Since the population of Pennsylvania numbers 7,000,000 and of these 1,080,856 are foreign born, with thousands flocking, annually, to our State from nearly every country of the globe and from as many varied walks of life, it is a privilege thrust upon the Commonwealth to unify these conditions, whether educational or social, and foster industry, loyalty, and contentment among its citizens, thus laying the lasting foundation of a nation which will be a priceless heritage, and entitling us to remain worthy of the name of the Keystone State of our Nation.

The exhibit includes Education and Social Economy classified in the following order:

EDUCATION

ELEMENTARY:

- Kindergarten Schools
- Elementary Schools
- Rural Schools
- Evening and Vacation Schools
- Trades Schools
- School Gardens
- Schools for Special Training

SECONDARY:

- High Schools
- Manual Training Schools
- Normal Schools

HIGHER EDUCATION:

- Colleges and Universities
- Technical Schools
- Professional Schools
- Libraries
- Art Schools

SPECIAL EDUCATION:

- Industrial Schools
- Business and Commercial Schools
- Correspondence Schools

SOCIAL ECONOMY

PUBLIC CHARITIES:

- Institutions for the Blind
- Institutions for the Deaf
- Institutions for Feeble-Minded
- Institutional Homes
- Hospitals for Sick and Injured
- Hospitals for the Insane

PENAL INSTITUTIONS:

- Juvenile Courts
- Houses of Detention
- Reformatories
- Jails
- Workhouses
- Penitentiaries

CIVIC ASSOCIATIONS:

Tenement House Associations	Department of Health
Public Park Associations	
Public Playground Associations	Social Systems in Factory and Shop
Public Bath Associations	Industrial Statistics
Vacant Lot Associations	
Social Settlement Associations	State Banking
Social Centers	

The exhibit is systematically installed in golden oak cabinets within which are swinging frames, each containing 141 square feet of space. A



Interior of Educational Exhibit Hall

table space below for books, reports or magazines, and also drawers—with labels—to receive exhibits. These cabinets are appropriately constructed to display their contents to the best advantage. Large, upright glass cases, especially designed for our needs, are used for the larger material. It may be here stated that the exhibit contains 5,000 photographs, which reveal much that could not otherwise be known of the philanthropic work of the State. These illustrate types of buildings,—surroundings, interiors and exteriors,—occupations of the inmates, etc.

Many branches of educational work are represented, and as nearly as possible we are endeavoring to obtain a complete sequence in each branch.

The outline for the year is followed by actual work of the pupils. Adhering to this method in each branch and grade of work, the whole system of an institution can be shown and the relative value of an exhibit can be easily determined.

These exhibits are added to or renewed from year to year, so the best obtainable in the State is placed before the public.

One special feature of the exhibit is an interesting study of the evolution of the school building from the seventeenth to the nineteenth century. Another is of the various nationalities educated within the State. In some of our primary schools as many as seventeen nationalities are represented in one room.

A glance at the sequence in education from the kindergarten to the college and trades may serve to suggest possibilities along all lines.

A township high school has contributed an interesting collection of photographs, showing views of the manner of conveying students to and from school.

The industrial and domestic science departments are coming into prominence.

The display shows that the school gardens are rapidly developing in various parts of the Commonwealth, as well as the public playgrounds.

The many kindergarten occupations present an interesting display.

The exhibit of the Philadelphia sewing course is exceptionally complete, including the pattern-making and drafting system as well as numerous fine hand-made articles. Many fine specimens of basketry and weaving are shown. High School work includes Zoology, Botany, Chemistry, Physics, English, Physical Geography, Civil Government, Languages, Business Course, etc.

The Soldiers' Orphans' Industrial School has sent some of its finest pieces of work from the machine shops and the wood-working department.

The Indian Industrial School of Carlisle has an excellent exhibition of work from its academic department as well as the work from the shops.

The Manual Training Schools are well represented by pieces of furniture, elaborately carved and of superior workmanship. There are original stenciled designs, applied designs, mechanical drawings, wood turning and pattern making, executed by the pupils.

The professional schools are illustrated by photographs, reports and publications.

The Philadelphia School of Pharmacy has an excellent display, consist-

ing of up-to-date books in pharmacy and raw materials from which drugs are manufactured.

Of twenty-five colleges represented, the most noteworthy exhibits are those from the University of Pennsylvania, State College, and the Carnegie Technical Schools. From State College there are illustrated volumes of students' work which are deserving of special mention. The exhibit from the University of Pennsylvania consists of a very complete series of photographs, statuettes, maps, etc.

Fifteen libraries are represented by exhibits, also the Drexel and the Carnegie Library Schools. The Pennsylvania Home Teaching Society for the Blind has twenty-three volumes of raised type, including literature, history, grammar, geography, geometry and astronomy.

The Erie Public Library has a series of most unique posters.

There are carefully arranged displays of the work of the Pierce Business College and the International Correspondence School.

The thirteen Normal Schools of the State are all represented.

The Academy of the Fine Arts, the School of Design for Women and the School of Industrial Art have each sent specimens of the handiwork of their students, and a very attractive display has been made of the pictures in oils, water colors, drawings from life and architectural designs.

The School of Industrial Art has sent decorative vases, garden posts, busts and architectural modeling of original designs. Leather work, metal work, and furniture are all represented by articles designed and made by the students. The textile display from the same school is exceptionally complete.

The Spring Garden Institute has a collection of good designs and fine workmanship in iron and wood work.

The public park display includes thirty illustrated park reports, showing the systems of first and second class cities throughout the United States.

There are photographic exhibits of 106 hospitals throughout the State, including those for consumptives, for the sick and injured, and the underground hospital for miners. The exhibit from the hospitals for the insane contains numerous articles in basketry, pottery, art work and bead work. Those of the feeble-minded and epileptic institutions include articles in wood work, basketry, knitting, weaving, bead work, sewing, drawing, shoemaking, carpet weaving and tailoring.

The summer and winter work of the School Settlement Houses is shown in a series of views from different institutions and social centers.

There is a special exhibit of the county work of the Juvenile Courts of the State.

Many exhibits are of practical and philanthropic motive. A number of books, magazines and reports relating to the different exhibits have been collected.

A division of circulating loan collections of lantern slides has been established for use in the State.

The Museum desires to co-operate with the schools and institutions of our State to promote natural science, history and art. The problem of supplying Museum material to schools, various associations and clubs is next in our hands. We are as yet not fully prepared to fill this demand. We have, however, the loan collections of slides, mentioned above, also any one of the exhibits in the Educational Division of the Museum that can be conveniently shipped will be loaned for a limited time.

The curator wishes here to acknowledge her indebtedness to the members of the Museum staff who have worked so faithfully in promoting the work of the Museum.

HOW TO PREPARE EXHIBITS

Schools and institutions desiring to prepare exhibits should apply to the curator of this Division. The accompanying cuts show a case closed and open and will convey an idea as to how the material is displayed in the cabinets. Each section contains thirty-three (33) cards, size 22"x28"—the 28" being the vertical measurement; six small drawers, size 17/8" high x 12 1/2" wide x 20 3/4" deep; and three large drawers, size 3 3/4" high x 28 3/4" wide x 20 3/4" deep. The drawers are provided with glass tops to protect exhibits (the glass tops, however, are optional). There is also a table space to display books or other material.



Leaf Cabinet containing fifteen leaf frames (closed) with base case underneath

For the economical display of flat exhibits, such as Pen Work, Drawings, Paintings, Fabrics, Kindergarten Work, Needle Work, Maps, Charts, Clippings, Photographs, or Illustrations of any kind



Leaf Cabinet Open

ELEMENTARY EDUCATION

The public schools of our State number more than thirty-two thousand and have a million and a quarter of children to educate annually (not including private schools). Thus the Division is striving to keep before the public the best ideas and results conducive to more efficient and useful citizenship.

The exhibit of elementary education has displays of each branch of school work arranged in sequence, as nearly as possible from the first to the eighth grades. This includes specimens of the outlines of the work covered during the year and followed by the actual work of the pupils in each subject studied. There are splendid specimens of occupation work throughout the kindergarten. Work in the grades in language, history, geography, arithmetic, spelling, writing, English, physiology, drawing, nature study, sewing, cooking, manual training, music, industrial work and applied design.

A glance at the photographs of the many schools reveals much. They show the school grounds, if used for play or beautified; the type of buildings, whether in good or bad condition; ventilation system; the class of pupils and teachers; the busy classes in all departments of the school work and their play.

In certain districts of some of our city schools a bath room and an attendant has been installed for the use of the primary grades. This is necessary for the health and cleanliness of the primary school, as some children are not properly cared for at home.

A suggestion may here be made that photographs and plans of the exterior and interior of the school buildings in every county of the State be placed in a section of the Museum for study, with a view to Construction of School Buildings and their healthful locations; School Hygiene for the health of the pupils. The over-crowded and poorly-ventilated school rooms have much to do toward impairing the health and retarding the learning of children.

There should be a greater use of the school building as the community gathering place for advancement physically, morally and mentally of all ages. Every district should make more use of their school buildings aside from being devoted to day school instruction. Sixty-one per cent. of the

total time a school house could be used is wasted. It should be used as a common meeting ground of the community, which is described elsewhere.

The exhibits of the elementary schools are classified into first class cities, second class cities, boroughs, towns, and rural schools.

KINDERGARTENS

Among the three hundred and thirty-one public kindergartens of the State, those of Philadelphia, Pittsburg, Allegheny, Scranton and Johnstown are represented. These kindergartens are well represented and illustrate the use of nature materials, with the kindergarten occupations.

The Pittsburg and Allegheny Kindergarten College has a splendid display in the various kindergarten occupations, together with the work of the students of the normal classes. Anyone interested in kindergartens can spend much profitable time with this exhibit alone, gleaning from it excellent suggestions. An interesting display is one of nature chains, consisting of leaves, berries, etc., arranged in decorative designs. This is supplemented with finely worked pieces of clay.

The books of occupation work include square folding, circular folding, sewing, sewing school, drawing and printing, weaving, tearing, free cutting and leaf cutting, color work, circular cutting, interweaving and interlacing, Fröbel drawing, pricking, and Fröbel cutting.

Other books are compilations of illustrated stories as "The Wind at Work," "Light," "Winter," "Nature as a House Cleaner," etc., and give excellent ideas.

Paper folding and cutting, parquetry and pasting, sewing, weaving and color work are also shown.

PHILADELPHIA PUBLIC SCHOOLS

The Philadelphia public schools have a good showing of work in the different branches and grades, which includes the following:—language, history and arithmetic from the first to the eighth year, inclusive; geography, from the third to the eighth year, inclusive; physiology, from the fifth to the eighth year, inclusive. Also portfolios of drawing, and a complete course in sewing, showing the pattern-making and drafting system, as well as a large number of articles of hand needle work made by the pupils. In addition to this there are a number of bound volumes of written work in the various branches, and several transparencies of the school playgrounds and gardens. The drawings from the art section number more than two thousand five hundred.

ALLEGHENY PUBLIC SCHOOLS

In the Allegheny exhibit some excellent suggestions for teachers are to be found. The exhibit includes numerous articles in sewing, paper folding, manual training and basketry, also grade work leading up to the higher manual training and weaving. There are illustrated volumes of written work from the first to the eighth year, inclusive, in all the common branches, and a fine display of sewing arranged in sequence.

PITTSBURG PUBLIC SCHOOLS

This exhibit covers work in history, geography, English, arithmetic and drawing, with numerous photographs of buildings and pupils.

There is also work in applied design, including original book cover designs, mechanical drawing, paper folding, and sewing.

Scranton has a good collection of drawings in sequence from the first to the eighth grades in folio form.

Reading's display consists of paper cutting, drawing, language, grammar, history, geography, arithmetic, physiology and music.

Erie. Large photographs of school buildings and drawing and water-color work throughout the grades, with some work in geography.

Wilkes-Barre. Drawing and composition.

Harrisburg. Drawing and water color from the first to the ninth year, inclusive. Geography, arithmetic, language, history, nature-study, raffia and weaving throughout the grades.

Altoona. Photographs, paper cutting, raffia, drawing (applied designs), manual training, English from first to eighth grades, inclusive, in bound volumes.

Johnstown. Development in English from first to eighth grades, inclusive. History, grammar, spelling, arithmetic, geography, drawing, including applied design; letters written by foreign-born children, manual training, and photographs.

Chester. Photographs and blank forms for school use.

York. Volumes of photographs and forms.

Williamsport. Bound folios of class work in nature study, language, history, arithmetic, writing, geography, civil government, physiology, drawing and design, music, industrial work in paper cutting, wood, clay and raffia, and photographs.

Norristown. Sewing and manual training.

Pottstown. Photographs of classes in gymnastics and class rooms;

also class demonstrations in dry, liquid and cubic measure, etc. Class work in drawing and language.

Oil City. Photographs of school buildings; bound volumes in language, composition and drawing throughout the grades, with cookery and photographs.

Steelton. Excellent drawing throughout the grades with applied design, stencil and penmanship.

West Chester. Nature study, language, history, drawing, sewing, paper folding and basketry.

Phoenixville. Photographs of school buildings, drawing and kindergarten.

Warren. Photographs of buildings and various school rooms with pupils at work; sewing, manual training, student's note books on domestic science, raffia, spelling, writing, language and grammar, numbers and arithmetic, and geography.

McKees Rocks. Paper folding and cutting, sewing and weaving, and drawing throughout the grades.

Milton. Drawing, language, history, physiology, geography, music, writing, spelling and arithmetic.

Conshohocken. A good display in sewing.

Clearfield. Sewing and Manual Training.

Ridgway has a good display of writing, numbers and arithmetic, geography, history, language and drawing throughout the grades.

Tidioute. Drawing, geography, manual training, history, language, and arithmetic.

Matamoras. Spelling, language and grammar, geography, history, arithmetic, physiology and drawing.

Lansdowne. Photographs of out-door class drill in gymnastics, kindergarten work, drawing and applied design, history and physiology.

Lansdale. Photographs of the exteriors and interiors of buildings and class rooms. Drawing from first to eighth grades.

Avalon. Drawing from first to eighth grades.

Downingtown. History.

Fayette County, Banning School. Drawing.

Luzerne County, Newport Township. Excellent work in spelling, number work arithmetic, language, physiology, geography, history and writing. Also a good display of drawing throughout the grades.

Montgomery County, Cheltenham District. Drawing and writing throughout the grades of the following named schools: G. K. Heller

School, Ashbourne School, Edge Hill School, Wyncote School, La Mott School and Shoemaker School.

Montgomery County, Abington Township. Views showing the evolution of school buildings in Abington Township, and history of the township schools.

Crawford County, Espyville Station, Centralized High School, North Shenango. Brief history of the school and specimens of examination papers.

Chester County. Photographs of school buildings of Tredyfferin Township and views of Valley Forge by pupils of the Stratford Rural Graded School. Berwyn has an exhibit of work in drawing and geography. The following named schools of Chester County are all represented by photographs: Malvern School, Easton Township Public School, Locust Grove, Oak Grove, Schuylkill, Pleasant Grove, Westtown, Chatham School, Modina Rural School, Ercildoun Rural School.

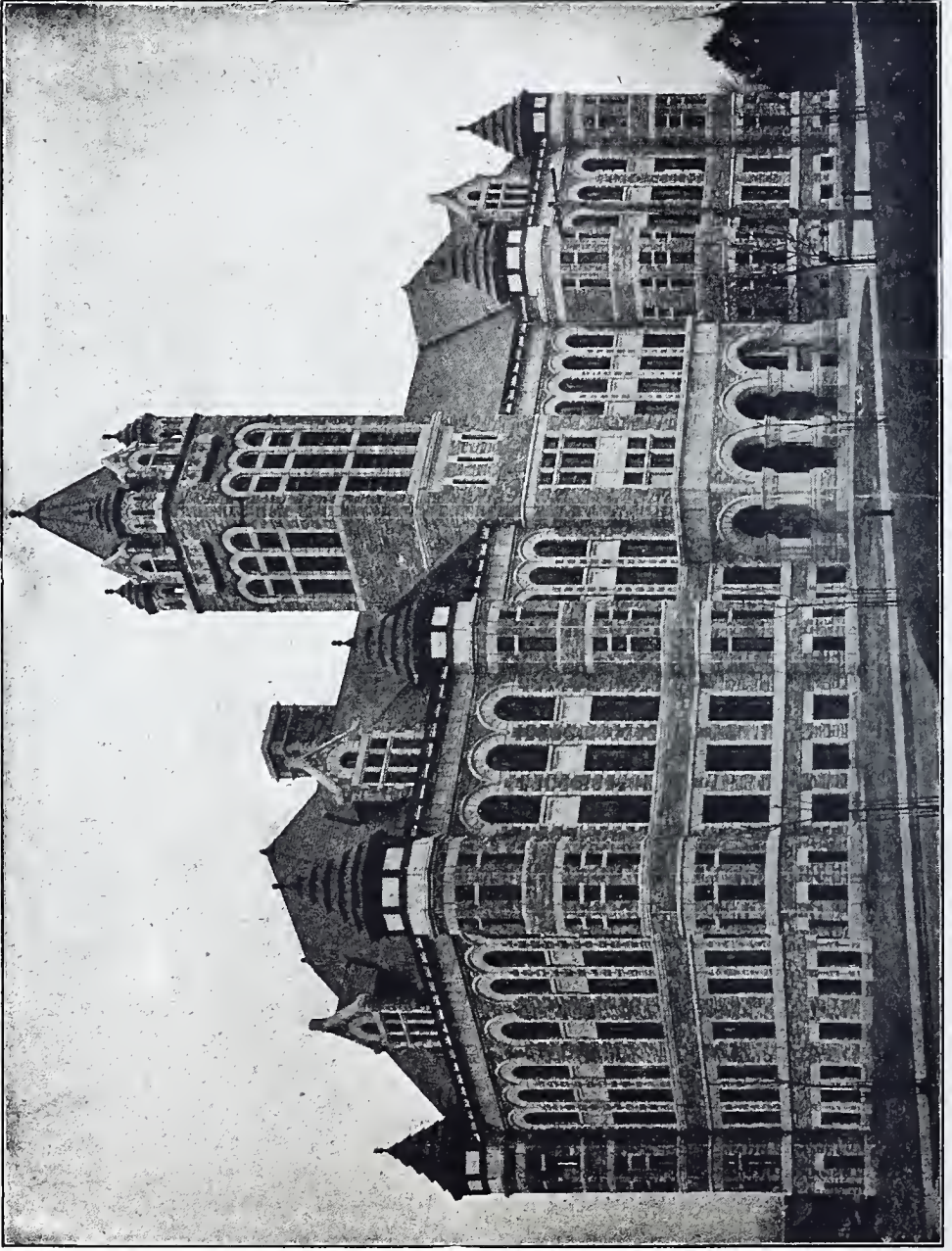
Delaware County. Photographs of the following named schools are on exhibition: Upper Darby Township; the Wm. McKinley Public School; Haverford Township No. 5; Wallingford Public School.

Warren County. Photographs of Priest Hollow School, Elk Township.

Bucks County. Photographs of Edge Hill School, Middletown Township.

Lycoming County. Photographs of Maple Spring School, Lycoming Township; Klumpps' School, Hepburn Township, and Pleasant Valley School, Hepburn Township.

Ambrose School. Photographs.



High School, Chester, Pa.

SECONDARY EDUCATION

HIGH SCHOOLS

It is pleasing to note the practical strides our high schools have taken in the last decade. Many of the more recent photographs reveal that towns are erecting splendid high school buildings, having large auditoriums, gymnasiums, libraries, and well equipped manual training and domestic science departments, aside from the class rooms.

Of the one thousand and twenty-one high schools of the State, twenty-two are represented in this Division; these are divided into city, borough, and township high schools. The work of the students is represented in the departments of English; Latin; German; French; Ancient, Modern and American History; Mathematics,—Algebra, Geometry and Astronomy; Chemistry; Physics; Geology; Zoology; Biology; Physical and Commercial Geography; Drawing, and work from the Commercial Departments.

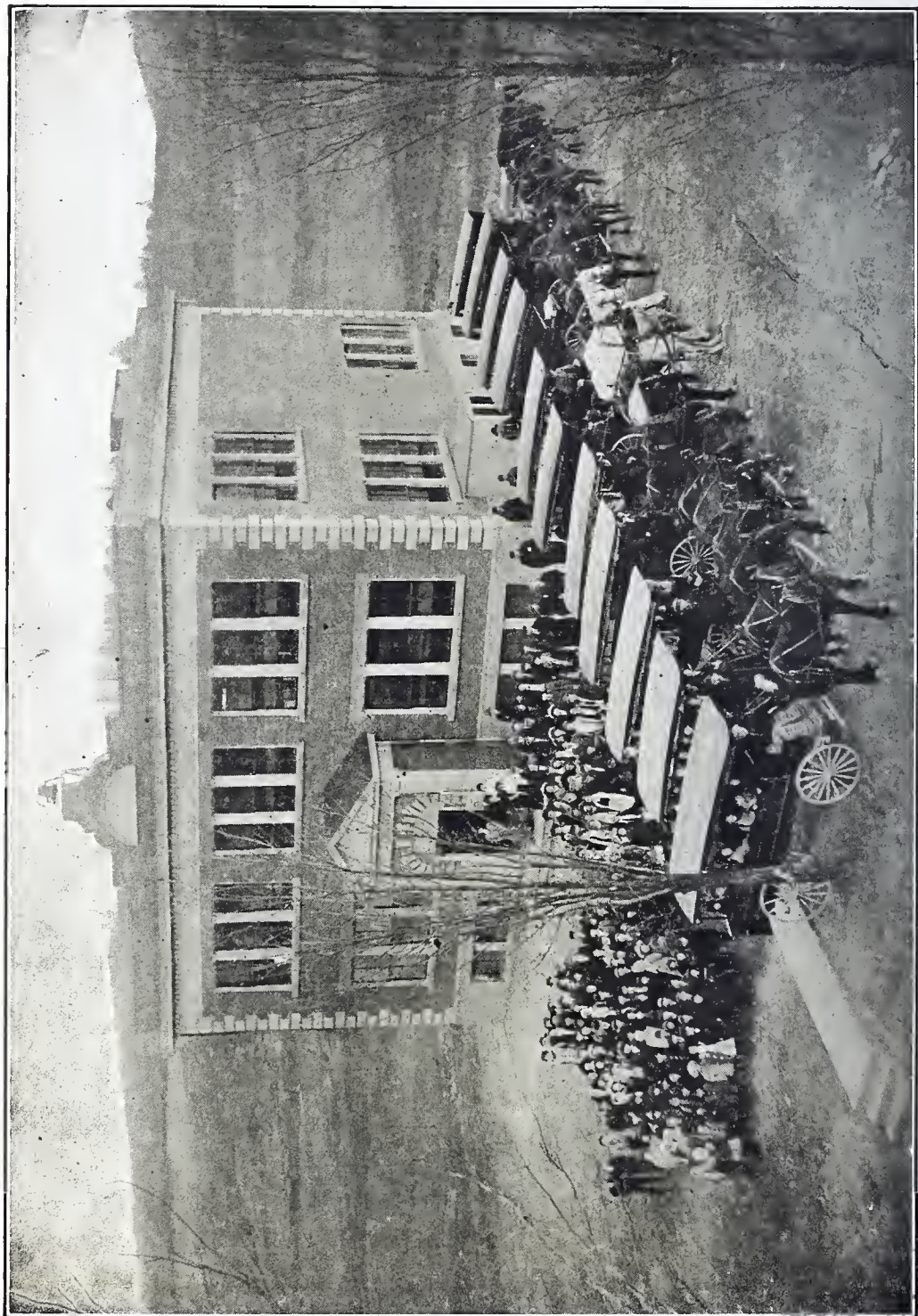
Many of these branches are well illustrated by the students with drawings accompanying the text. The note books are a real pleasure, showing neatness and care, a necessary factor essential in the curriculum. Many have original book cover designs, illustrated according to subject.

The Latin and history have many illustrations of the campaigns, plans of battles and various implements and devices used in the early history of the world. The geometry note books well illustrate theorems, original and otherwise.

To "Read Nature in the Language of Experiment" applies to the science section as this work is well illustrated and shows the originality in expressing the individual students' experiments. In the chemistry display, aside from the note books, and various experiments, there are chemicals manufactured from raw materials by the chemistry classes.

The classes in geology have made collections of specimens from their immediate localities. Drawings of the various geological eras, etc., are shown.

The zoology and biology exhibits have drawings and tests of the students' individual observations, and camera photographs, by the students, of the various developments of class-room and field study. Also a collection of mounted insects.



Conveying Students to and from School, Charleston High School, Tioga County

The botany exhibit is a collection of botanical drawings and many herbariums.

From the art departments of the high schools are many fine drawings, some in original designs, with studies and mechanical drawings.

The commercial departments are also well represented. Some of the interesting features of this section are the illustrated industrial maps of commercial geography; expert penmanship; show card writing, accurate work in stenography, typewriting, book-keeping and finance; illustrations of the various ways of remitting money; the travels of a check, etc.

Added to this display are photographs of the exterior and interior of the high school buildings, showing the students at work in the various class rooms and departments named above. These show the working apparatus and demonstrations of the physical, chemical, botanical and biological laboratories, science lecture halls, manual training work shops, kitchens and serving rooms of the domestic science departments, with the sewing rooms and classes. In some of these high schools are excellent local museums for study. Photographs of out-door physical culture classes and in-door gymnasiums are also shown.

The high schools represented are: Allegheny, Scranton, Wilkes-Barre, Harrisburg, Johnstown, Altoona, Williamsport, Steelton, Chester, Warren, West Chester, Ridgway, Oil City, Greensburg, Tidioute, Ebensburg, Morrisville, Lansdowne, Milton, South Fork, Bristol, Phoenixville, Matamoras, Newport Township, Luzerne County; Abington Township, Montgomery County, and North Shenango School at Espeyville Station, Crawford County.

The township high schools of the State number three hundred and thirty (330). These are doing effective work for students that have finished the common branches in rural schools, thus affording the higher branches and employing a better and more efficient corps of instructors than could otherwise be supplied. Some of these centralized high schools being two or three miles from the homes, vehicles are furnished to convey students to and from school.

MANUAL TRAINING

It is pleasing to note the many localities realizing the need of placing trade and industrial education within reach of their boys and girls. We have now 477 schools in our State in which manual training is taught.

In observing the entire Educational Exhibit, manual training is seen from the geometrical paper folding of the kindergarten, through to the

end of the manual training high school course. This includes exhibits of knife work, joining, turning, wrought iron, hammered brass, moulding, inlaid work, pattern making, mechanical and architectural drawings. Hand carved specimens are also seen. The many photographs of the interior of shops and rooms with specimens of tools, etc., made by the students, together with the courses of study, form an important feature of this exhibit.

The cities and towns represented in the manual training section of this Division are Philadelphia, Pittsburg, Allegheny, Harrisburg, Altoona, Homestead, Oil City, Norristown and Tidioute. Allegheny has the largest



Pedestal and Bench made in Manual Training High School, Philadelphia, Pa.

and most complete display. A sequence is followed throughout; the kindergarten, primary and elementary schools of this city are well represented. Pittsburg shows mechanical drawings and photographs of the interior of the various departments of manual training.

The Central Manual Training School of Philadelphia has some unusually fine specimens of hand carved chairs, pedestals and benches that are class projects.

The North East Manual Training School of the same city has a good showing of their mechanical and architectural drawings.

The Industrial Department of the Altoona High Schools has photographs of their bench wood working, cabinet shop, drafting room, pattern



First Year Manual Training Work, Allegheny, Pa.

shop, foundry, mill room, forge shop and machine shop. The students fit up the shops with tools and wood work of their own making.

The C. M. Schwab Industrial School of Homestead has many fine specimens of their mechanical drawings, photographs of their wood-working, wood-turning, machine shops, and their various other industrial classrooms.

The Technical High School of Harrisburg has a splendid sequence in mechanical drawing, and a display of wood and metal work.

DOMESTIC SCIENCE, COOKING AND SEWING

There are 397 schools in our State teaching sewing; 165 in which cooking is taught.

Many of the public schools have placed either domestic science, or sewing, or both, in their schools. Those that have a display in the above at the Museum are Philadelphia, Pittsburg, Allegheny, Norristown, Homestead, West Chester, Conshohocken, Warren, Kane and Clearfield. Philadelphia has the best and most complete exhibit in sewing.

The sewing includes exhibits from the first to the fifth year course, illustrated and arranged in sequence. Every kind of stitch in the curriculum is here shown, together with the garments in which the stitches are used.

Many fine specimens of needle work are shown, being pieces of real art, as well as practical everyday garments. The accompanying cuts will reveal the stitches and course in sewing. Many photographs of the classrooms are shown with the happy girls at work, learning to be useful.

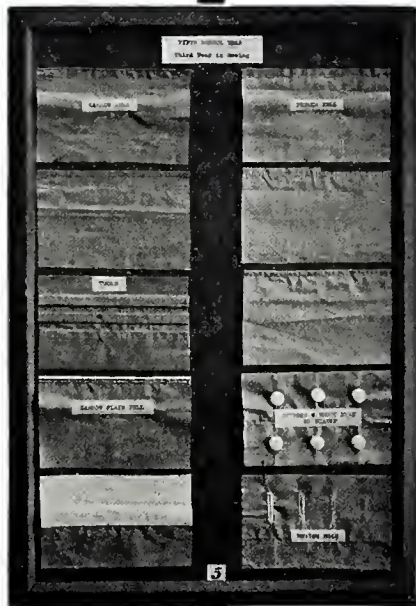
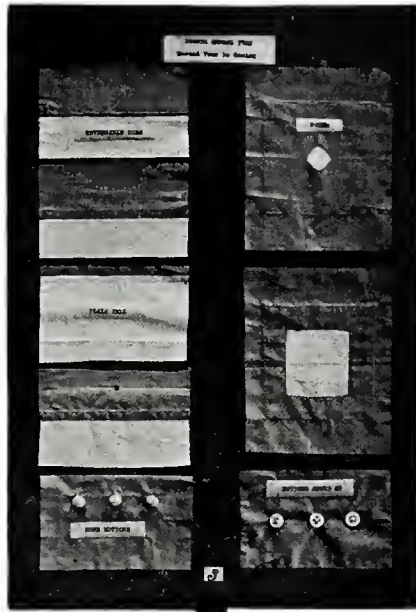
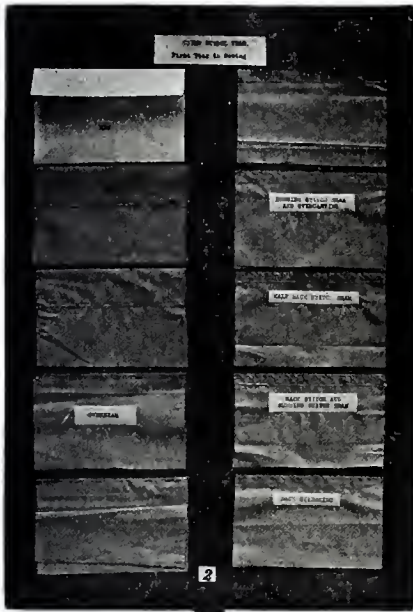
Some schools teach sewing in the grades, others in the high school.

A photograph, taken on the steps of a high school, of an interesting group of nine neatly dressed girls, is labeled "We made the clothes we wear."

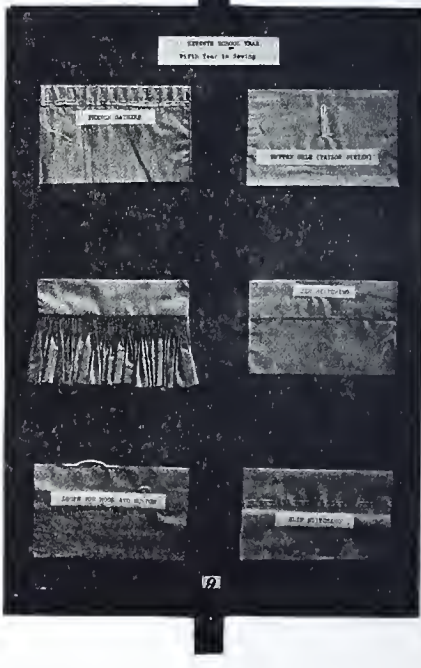
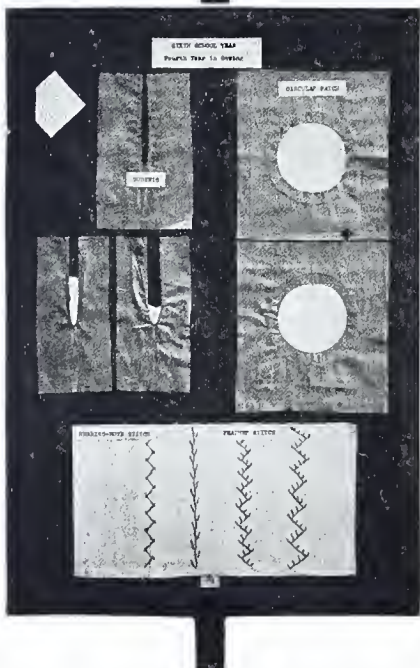
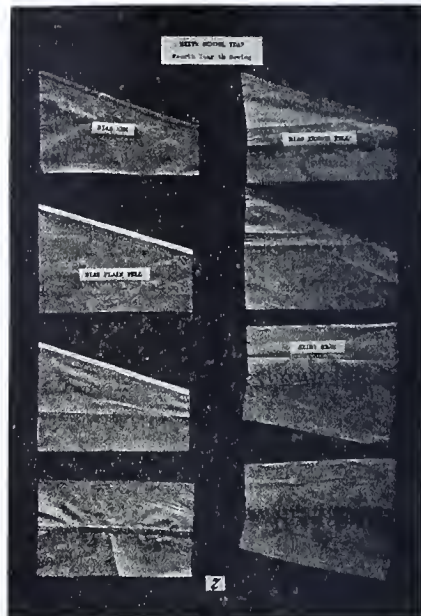
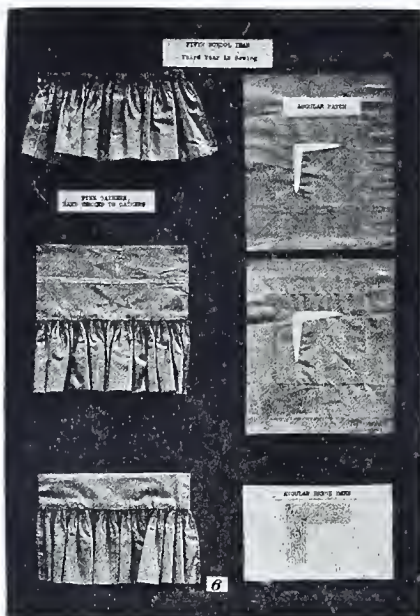
The stitches in first year sewing show the hem, overseam, running stitch seam, overcasting, half back-stitch seam, back-stitch and running stitch seam, and back-stitching.

Second Year. Reversible seam, plain fell, sewing on shoe buttons, patching, buttons with two and four eyes, gathering, sewing on hooks and eyes, dress and stocking darning.

Third Year. Narrow hems, tucks, narrow plain fell, French fell, buttons without eyes or shanks, the four stages of a button hole, fine gathers, band hemmed to gathers, angular patch, and angular dress darn.



First to Third Year Sewing, Philadelphia, Pa.



Third to Fifth Year Sewing, Philadelphia, Pa.

Fourth Year. Bias hem, bias plain and French fell, skirt seam gussets, circular patch, herring bone and feather stitch.

Fifth Year. French gathers, loop for hook and button, button hole (tailor finish), hem stitching, slip stitching. This includes pattern-making and drafting system.

DOMESTIC SCIENCE

The cooking display of the public schools is, as yet, in its infancy, but photographs reveal much of the work in the school kitchen, pantry, and dining room, nourishing food being prepared at small cost. The course includes the selecting, preparing and cooking of meats and vegetables, making the various kinds of breads, beverages, desserts, pastry, preserving and canning.

Sanitation and cleaning in the home are also taught, as well as practical demonstration in serving breakfast, luncheon, dinner or supper.

There are a number of note books by the students, giving well-tried household receipts.

TRADE AND INDUSTRIAL EDUCATION

The trade and industrial side should be strongly emphasized in our public education. From the grammar grades of our schools many thousand children leave their studies, each year, to enter the work-a-day world. These children drop out of school without having had the preparation that will give them confidence and ability to take their places in the activities of life. Had their hands, as well as their minds, been trained to do at least one thing well, the necessities of life would be less difficult to obtain. Then, too, there are those who would remain longer in school had they other than academic branches. Some physical duties to perform are needed by some pupils more than others. The happiness of being able to see something grow before one's eyes, by one's own effort, has a holding quality that creates independent pride and self respect, at the same time fitting the pupil for future usefulness.

Every locality should furnish trade, industrial or agricultural schools according to local needs. This would offer to its growing youth inducements to develop the wealth of material found at their very feet in every county of our State, instead of seeking it elsewhere.

Philadelphia Trade Schools should have special mention for the excellent opportunities they offer to the public in their day and night classes. Here are seen young men learning a special trade. In the night classes

are seen both the young and older men perfecting themselves along the trade that already furnishes their daily bread.

The day school has a large element of practical work with an infusion of academic subjects. History of industries, with social and economic phases are included. The larger portion of time in this school is assigned to shop work and trade instruction. Classes are seen in shop work in wood and metal, carpentry and wood-work, painting and decorating, bricklaying and plastering, plumbing and steam fitting, forging and machine construction, sheet metal work and tinsmithing, electrical construction, printing and book-making.

The aim of the school is the education of artisans aside from the teaching of trades.

TRADE SCHOOLS FOR GIRLS

Complaint is frequently heard that girls are filling our shops and offices. This is the result and natural outlet of the education provided for her. Fully ninety per cent. of our girls ultimately enter homes of their own, and how few are prepared to take up their life's work. Many a home failure may be partially attributed to this neglect. Many young people starting a home find the daily earnings are limited and, being inexperienced in household management, there is waste, discouragement, ruined homes and lives, all for lack of knowledge of home-making and its needs. The homes are the foundation of a nation and should be strengthened. Combine household with academic instruction for our girls and note the rapid stride toward home-making. Many children of our towns and cities have never had the privilege of practical training by a good mother. Teach the girls *how to do* and *doing* will be a pleasure. Many girls in the grammar grades are compelled to leave school to add their share to the family income. Before leaving these grades she should be taught the simple principle of the care of the house, cooking and sewing.

Cities of other states are establishing Public Trade Schools for Girls and Pennsylvania's needs are equally as great. These schools direct the student's capabilities toward the work for which she is best fitted. There are many trades and occupations, the trend of which is toward the home.

From the grades of the public schools there follows Trades or Continuation Schools for girls, optional, as are the Technical or Trades Schools for boys. In these schools there is a *Department of Household Arts* with vocational training. The aim of this department is to train women to conduct a household with economy and simplicity, with a knowledge of

its proper organization, and to give them experience in directing and performing all kinds of household work. To fit them for positions as housekeepers, dietitians for homes or institutions, matrons and managers of children's homes, schools, etc:

The Course in Cooking with a view to home cooking, marketing, proper preparation and serving of food, for sick and convalescent, feeding of children, lunch room management, etc.

Course in Laundrying includes plain and fine work, care of linen, removal of stains, dyeing and bleaching.

Department of Dressmaking with costume design to prepare students for dressmaking as a profession and for its use in the home.

Department of Millinery for home use and as a profession.

Department of Secretarial Work to train students as private secretaries, registrars and similar positions of broader training and larger information.

There is a wide, remunerative field open for girls of artistic ability and one that naturally turns to the home. This is interior decoration, applied to designs of decorative art, interior color schemes, designing of furniture, carpets, rugs, oil cloths, wall coverings, textiles, stained glass, metal jewelry, etc. All within woman's field.

"To make and inspire the home;

To lessen suffering and increase happiness;

To aid mankind in his upward struggles;

To ennoble and adorn life's work, however humble—

These are woman's high prerogatives."

THE INDIAN INDUSTRIAL SCHOOL OF CARLISLE has made an excellent showing in its academic department, correlating the work of the shops with the regular school work, the aim being to develop the school along natural lines. The students are taught Indian legends, customs, and history. This offers a splendid field in arts, crafts, mythology and sociology, besides bringing into existence certain information which it is important to have brought to light now if it is to be preserved for future generations. The Indian is naturally a craftsman, having inherited from long lines of ancestry interest and skill in the execution of mechanical things.

The school room and shop work goes hand in hand. The building trades—such as carpentry, joining, house building, brick laying, masonry and plastering,—carriage building, tailoring, harness making, and printing are being developed.

Upwards of 1,200 Indians are being educated annually.

The Cornplanter Indian School near Warren, Pa., is caring for the last remaining descendants of Cornplanter, the Seneca Chief, who exerted himself during the War of 1812 to keep the Six Nations from espousing the side of Great Britain. A monument in his honor has been erected upon the reservation. His descendants till a strip of land two miles and a half wide along the Allegheny River.

About two dozen children are educated here.

This school displays the results of its teaching in academic and manual training work. A unique feature from the manual training is a long polished rod in the form of a snake, the head of which is partly formed of metal, and which bears the name of some noted Indian character. These are used in the Indian game of Snow Snakes.

STATE NORMAL SCHOOLS

The thirteen Normal Schools of the State are each represented. The aim of this exhibit is to keep the best methods and results before the public, from the standpoint of training schools for teachers. We are trusting before long to have this exhibit more complete and beneficial. Since the future of our State depends on the training of the masses of its children no schools should receive more careful consideration than the normal schools where teachers are trained for the instruction of our future citizens. These schools should be the best equipped and send out the most proficient instructors.

Following is a list of the schools and exhibits:—

Bloomsburg State Normal School has on exhibition a volume of the historical sketch of the school; many photographs of the exterior and interior of the buildings, showing students at work and recreation, as well as a number of students' note books on the various subjects taught.

California State Normal School has photographs of the campus and buildings, and much interesting class work from the various departments, such as psychology, literature, physics, zoology, geography, drawing and from the industrial shops.

Clarion State Normal School has several copies of publications by the faculty, historical sketch of the school, photographs of the campus and buildings, with some class work by the students in the different branches.

East Stroudsburg State Normal School. This exhibit is made up of photographs of the campus and buildings, an historical sketch, students' illustrated work in various branches, note books, relief maps, and drawings.

Edinboro State Normal School has an exhibit made up entirely of

photographs of the campus and exterior and interior views of the buildings.

Indiana State Normal School. The exhibit from this school consists of photographs, publications by the faculty, historical sketch, volumes of students' work, manual training work, wood work and basketry. In addition to this there is also some work from the model school.

Kutztown State Normal School. The exhibit by which this school is represented is made up of photographs of the campus and buildings, an historical sketch, volumes of students' work, and wood work from the industrial department.

Lock Haven State Normal School has an exhibition of views of the campus and buildings, and an historical sketch.

Mansfield State Normal School is represented by photographs of the campus and exterior and interior views of the buildings, an historical sketch, students' work in music, and publications by the faculty.

Millersville State Normal School has an exhibition of drawing and penmanship, together with an historical sketch and several publications by the faculty.

Shippensburg State Normal School. A number of photographs of the campus and buildings are shown, in addition to which there is an historical sketch and also a number of drawings.

Slippery Rock State Normal School has an exhibit made up of views of the campus and buildings, an historical sketch, nature study work, basketry, wood work, and publications by the faculty.

West Chester State Normal School. In this exhibit one finds illustrated work in the various branches, school publications, publications by the faculty, students' note books, an historical sketch, and views of the campus and exterior and interior of the buildings.

HIGHER EDUCATION

Professional Schools

LAW SCHOOLS

The Law Schools represented are the University of Pennsylvania, the University of Pittsburg, and Dickinson College. Aside from the photographs shown, catalogues and reports of each are at hand.

The University of Pennsylvania has a historical showing of the various buildings the school has occupied from 1790 to the present time. The display of the present school has pictured the exterior and interior of the buildings and the grounds and buildings to which the law students have access.

The University of Pittsburg has photographs of its buildings, law library and lecture room.

The Dickinson Law School at Carlisle has pictures of the building of the school of law, and the library.

MEDICAL SCHOOLS

In the Jefferson Medical College display is seen the buildings, laboratories, clinic and lecture rooms.

The University of Pennsylvania has an interesting display of pictures of the buildings and laboratories which latter include the physiological, pathological, pharmacodynamics, pharmacy, hygiene, and clinical laboratories. The dormitories for nurses and the isolation building are also shown. In connection with the University of Pennsylvania is the Wistar Institute of Anatomy. This exhibit shows views of the interior of the buildings, the laboratories of research, bio-chemic, neurological, and the museum containing the various cases and shelves of comparative anatomy.

The display of the Medico-Chirurgical College is interesting in its laboratories of botany, pharmacognosy, pharmacy, dentistry, pathology, bacteriology, and clinical chemistry.

The exhibit of the University of Pittsburg consists of photographs of the various buildings.

DENTAL COLLEGES

In the section of Professional Schools the Philadelphia Dental College is well represented. An insight is gained into the workings of the various



University of Pennsylvania Exhibit in the State Museum

departments. There are the prosthetic and bacteriological laboratories, the laboratory of crown and bridge work, and the extracting, anesthesia, operating and lecture rooms, all in active operation.

The University of Pennsylvania shows its dental hall, clinical operating room and mechanical laboratory.

In the University of Pittsburg section is also seen the clinic, the operating and lecture rooms.

THE PHILADELPHIA SCHOOL OF PHARMACY

We are greatly indebted to Mr. George M. Beringer, of Camden, N. J., for his interest in placing such an excellent exhibit of the Philadelphia College of Pharmacy. There is a complete history of the College in the illustrations of the buildings occupied from 1821 to the present time, together with photographs of the college presidents. There are views of the materia medica lecture room, together with the library, pharmaceutical, microscopical and chemical laboratories. Fifty-eight volumes of the Journal of Pharmacy with other up-to-date books on pharmacy have been placed here. There is an unusually fine exhibit from the chemical laboratory, including raw material from which drugs are obtained, toxicological tests, vials containing color characteristics of certain elements, and compounds obtained in chemical analysis, including 171 sample bottles of drugs.

THEOLOGICAL SEMINARIES

Three theological seminaries are represented,—the Seminary of St. Charles Borromeo at Overbrook, Pa., the Crozier Theological Seminary at Upton, and the Theological Seminary of the Reformed Church in the United States at Lancaster. Exterior and interior views of the buildings, catalogues, and bulletins—both historical and biographical—are placed here.

COLLEGES

The *University of Pennsylvania* has many photographs, including views of the buildings and campus. There are interior views of the main buildings, the dormitories, library buildings, the engineering building for mechanical, civil and electrical engineering, College Hall Chapel, Houston Hall, Wharton School of Finance and Commerce, astronomical observatory and meridian building, laboratory of physics and chemistry, biological hall, vivarium, veterinary department, the Museum with its valuable collections,

and the Gymnasium. In addition to these are photographs of the botanical gardens, the athletic field, the campus on commencement day, class day exercises, etc.

The medical, law and dental departments are described elsewhere.

One interesting feature of this exhibit is a number of statuettes designed and executed by R. Tait MacKenzie, portraying various athletic figures, the measurements having been obtained from three hundred to four hundred students distinguished for testing strength, as runners and discus throwers. There are also a number of face masks of the athlete under fatigue, violent effort, etc.

Photographs show the excavations carried on by the Babylonian Expedition, and the casts of the objects found there form another portion of this exhibit.

Transparencies of the University buildings to the number of eighteen hang in the windows of this section. A bust of Benjamin Franklin, founder and benefactor of the institution, is also found here.

The *University of Pittsburg*, formerly the Western University of Pennsylvania, has an interesting display, despite the fact of the transition of the school from the old buildings to the new. There are views of the main college building, observatory, engineering school, library, biological, physical, chemical and mechanical laboratories. The classes in the medical, dental, pharmacy and engineering departments, together with the athletic teams are shown.

Pennsylvania State College. The various divisions of State College offer a wide and active field for the student as one judges from the views placed at the Museum. Here are seen the mechanical arts and engineering shops; the electrical, electro-chemical and civil engineering shops; the department of mechanics, chemistry and physics; the school of mines and metallurgy; the school of agriculture and experiment station; the experimental dairy building; the botanical building and gardens, etc., as well as views of the campus, main buildings, auditorium, library, gymnasium, armory and dormitories. There are college reports from 1869 to 1902, and illustrated portfolios of students' work from the mechanical, civil, electrical, sanitary, and experimental engineering departments.

The exhibit of *Bucknell University* at Lewisburg includes views of the campus; the main buildings and dormitories; chemical and electrical laboratory buildings; physical laboratories; engineering department; observatory, chapel and library; gymnasium and athletic fields; athletic teams, literary societies, glee clubs and dramatic clubs.

Dickinson College, located at Carlisle, has a small display showing their buildings and grounds. There are views of the halls, library, and scientific building.

Swarthmore College has an exhibit of views of their science building, observatory, halls, dormitories, and hall of chemistry.

Bryn Mawr's exhibit gives the general view of the college campus and athletic field, with the various halls and academic buildings.

Wilson College at Chambersburg shows views of science hall, the auditorium, athletic fields, gymnasium, infirmary, the library society hall, and the art and vocal studios.

Pennsylvania College for Women at Pittsburg has a small exhibit showing their buildings and campus, athletic field, library and halls.

Haverford College has an exhibit of views of their various halls and observatory, library and gymnasium buildings, campus, athletic fields, and athletic teams. Also of the machine shops, draughting rooms, and samples of the students' work from this department.

Beaver College has a number of views of the grounds, chapel, gymnasium, biological and chemical laboratories, and the music and art studios.

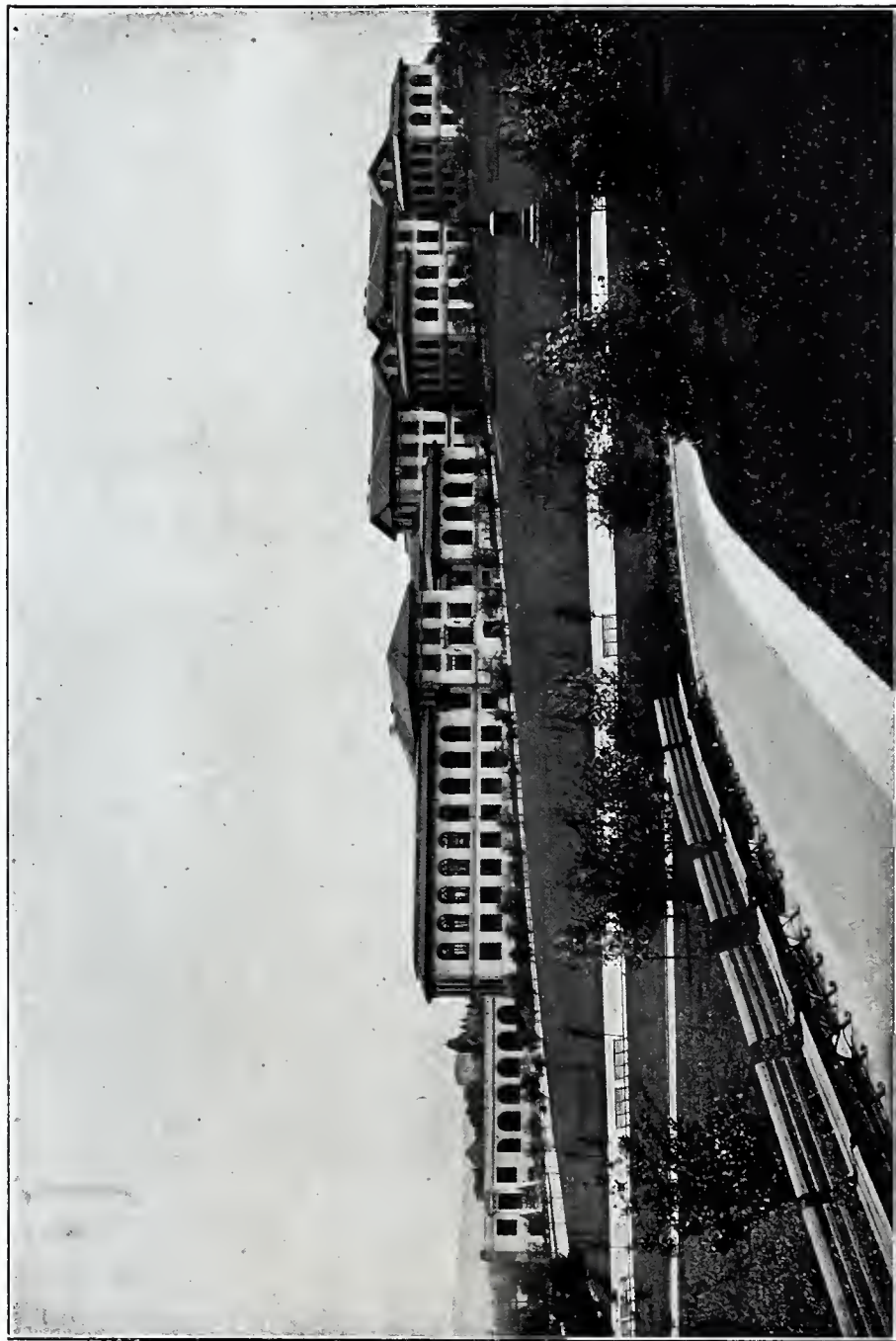
Temple College of Philadelphia has pictures of their various classes in shorthand, bookkeeping, telegraphy, together with the gymnasium class, and views of the main buildings.

CARNEGIE TECHNICAL SCHOOLS

The citizens of Pennsylvania—and especially Pittsburg—are favored by having in their midst such a practical institution as the Carnegie Technical School. Its founder should be highly commended for placing this much-needed school within the reach of every youth of earnest intent.

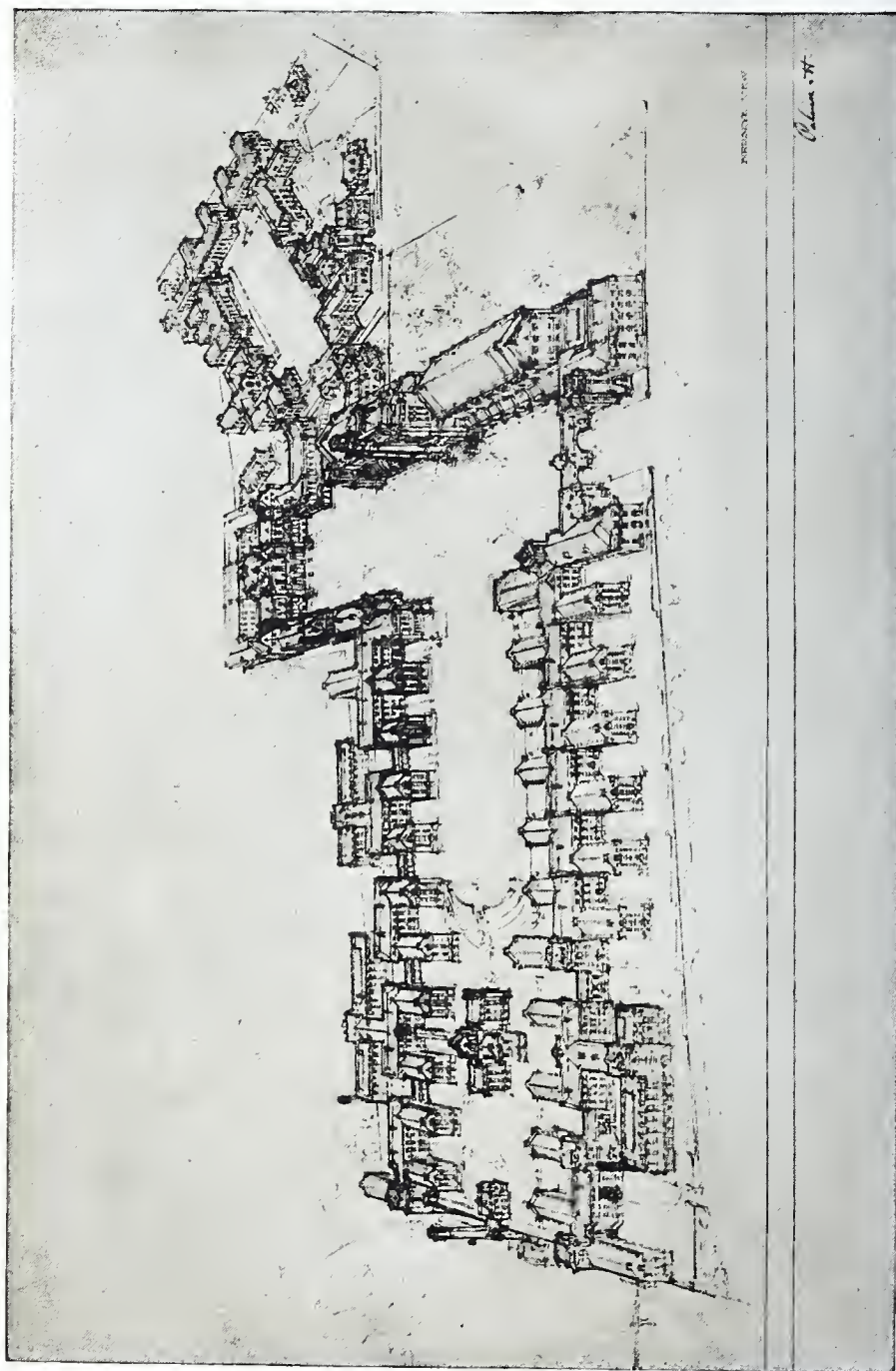
The school has been crowded to its utmost during the few years of its existence, and there is always a waiting list. This alone indicates the need of such practical institutions. The students of the night classes are those who are engaged in the various vocations during the day, and grasp this opportunity to become more proficient in their chosen work.

In looking through the exhibit one will note photographs of the day and night classes. In the School of Applied Industries the activities of the classes in the machine shop, pattern making, sheet metal and cornice work, foundry practice, plumbing, mechanical laboratory, electric wiring, brick-laying and sign painting are seen. The School of Applied Science has the



CARNEGIE TECHNICAL SCHOOLS

Schenley Park View of the School of Applied Industries and the School of Applied Design, Pittsburgh.



CARNEGIE TECHNICAL SCHOOLS
Schenley Park, Pittsburgh. The Proposed Group of Buildings



CARNEGIE TECHNICAL SCHOOLS, PITTSBURGH
School of Applied Industries. Class in Machine Work



MARGARET MORRISON CARNEGIE SCHOOL, PITTSBURGH

Course in Cooking, Classification of Foods, Marketing and the Proper Methods of Preparation and Serving, Supplemented by a Course in Food Manufacture and Production Outside of the Home

classes in the chemical and physical laboratory, and also the architectural division.

In connection with this institution is the Margaret Morrison School for Women, which also has the day and night classes. The photographs show the classes in cooking, and dietetics,—for study in nutritive and economic values; principles of feeding in infancy, childhood and adult life, and also in health and disease. There are also views of the lunch room, used for training in institutional management; a furnished apartment composed of living and dining room; three bed chambers, baths, halls, pantry and kitchen to be used for demonstration in practical housekeeping and domestic management. A well equipped laundry is used for the course in plain and fine laundry work; the care of linen, removal of stains, dyeing and bleaching.

The course in home millinery covers work in wire, buckram and straw; trimmings, color combinations, and forms of hat decorations.

The course in sewing includes comprehensive drill in fine hand and machine stitches, the construction of various articles, cutting, fitting, making and embroidering.

The classes in drawing have composition and design as applied to problems of dress and the home.

The course in accountancy gives instruction in book-keeping as applied to the management of the home; distribution of income; the cost of living; banking and finance.

There is a laboratory for the study of bacteria and their role in the home, and for the demonstration of the principles of household sanitation. There is also a laboratory for the study of chemistry in its practical application to the home, such as the chemistry of foods, the detection of adulterants, and the composition of soaps, blueing, dyes, and similar articles.

There is a fine gymnasium in connection with this institution.

PUBLIC LIBRARIES

In the Library section of the Museum will be found exhibits from the public libraries of the State, the library schools, and the libraries for the blind. Of the first mentioned, the Carnegie Free Library of Allegheny is well represented. The various sections of this institution shown are the music hall, magazine and reference room, delivery desk, cataloguing room, open shelf room, and repair table. The other libraries shown are the various branches of the Free Libraries of Philadelphia. They are the Free Library, H. Josephine Widener, Frankford, West Philadelphia, Le-



THE CARNEGIE INSTITUTE AND LIBRARY BUILDING, PITTSBURGH

high Avenue, and Tacony branches. There are also views of the public libraries at Phoenixville, West Chester, Bradford and Titusville. Many of these have both exterior and interior views.

THE LIBRARY SCHOOLS

Drexel Library School has photographs of the classes, library and library music room. The forms, blanks, examination questions and circulars are a part of this exhibit. Several illustrated posters for library use are also shown, *e. g.*, George Washington, a picture of one of the famous paintings of Gen. Washington, his home, etc., with a list of from twelve to twenty of the best books on the subjects, and their authors. These posters also include those of Longfellow, the Age of Chivalry, Visits to the Homes of Foreign Children, Fairy Tales for Children, and Child Labor.

The Training School for Children's Librarians of the Carnegie Library of Pittsburg has made a showing of the various classes, the children's room, the story hour, the home library groups, playground book lovers, typical tenements where Carnegie Library sends books, and children's library day.

The statistics and charts of this exhibit add another noteworthy feature to the display. The increase of these training classes in the colleges and cities of the United States is also shown.

LIBRARIES FOR THE BLIND

The Free Library of Philadelphia has a department for the blind, where books of raised type are furnished to the sightless.

The Pennsylvania Home Teaching Society and Free Circulating Library for the Blind also has a good display where one sees pictures of the blind teaching the blind. The various kinds of raised type are shown, including the American Braille, the Line Type, the New York Point, and the Moon Type. The last-named has twenty-three volumes of raised type in history, literature, grammar, geography, natural history, astronomy and geometry.

ART SCHOOLS

The Museum is indebted to the art schools of Pennsylvania for the carefully chosen collections of valuable materials from their institutions. A gallery has been fitted up for this display which attracts much attention. The Academy of Fine Arts of Philadelphia has sent many pictures



**MRS. CHARLOTTE HUNT WHITE,
91 Years of Age.**

**The oldest known blind reader of embossed type. She learned to read the
Moon type at the age of 89 without an instructor**

in oils, water colors, work from life, architectural and antique, that are examples of fine, artistic work.

Mention may be made here of the splendid collection exhibited by the School of Design for Women, including specimens in applied, original and costume designs, and geometrical construction, aside from the important accessions in oils, water colors, etc., which have added greatly to the value of the art schools' exhibit.

The School of Industrial Art has furnished specimens of fine work from their several departments. Much of this exhibit is made up of original designs by the students. From the division of modeling there are applied decorations in metal, pottery, terra cotta and cement, such as vases, garden posts, busts and architectural modeling of various designs. Tooled



Corridor Showing Exhibit of Art Schools

leather, furniture, wall paper, oil cloth, mosaics, stencilling, and illustrations for book covers and magazines are all represented by numerous articles executed by the students. There are water color studies of birds, insects and flowers from nature, as well as color charts and cards illustrating simultaneous contrasts. In addition to this, a sequence of work in glass design, and interior decoration is shown.

The Textile display from this school imparts much valuable information in reference to the process of silk and worsted yarn manufacture; the process of cotton spinning; the manufacture of woolens, silks and cottons, and the chemistry and dyeing of fabrics. Many exquisite pieces designed and woven by the students are on display, illustrating the advancing steps in this industry.

In this section of Art and Industrial Schools, the Spring Garden Institute has added an interesting collection of applied designs, mechanical and architectural drawings, some well wrought pieces of interior decorations, as well as in iron and wood work.



Pottery Designed and Executed by Art
Student, Philadelphia



Cabinet and Pottery Designed and Executed by Students of the School of Industrial Art, Philadelphia

BUSINESS AND COMMERCIAL SCHOOLS

The Pierce School of Philadelphia has a display of photographs of both the day and night sessions in such subjects as banking, accounting and auditing, bookkeeping, commercial law, commercial arithmetic, commercial geography, finance, economics and penmanship. Also business forms and customs, business correspondence, English, ethics of business, and shorthand. Several volumes of the students' work, school manuals and copies of the *Alumni Journal* are found in this exhibit.

The Schissler Business College at Norristown has a small exhibit.

The International Correspondence School of Scranton has a display of students' work from the various departments, including advertising, architecture, civil engineering, commerce, design, drawing, electrical engineering, letter and sign painting, mechanical engineering and textiles. There is a full series of text books prepared for students and containing in permanent form the instruction papers, examination questions and keys used in the different courses.

SOCIAL ECONOMY

The general trend of caring for the less fortunate in life is toward contentment, usefulness and happiness. Many of the institutions in our State has established trades or occupations to employ the mind, to make content the spirit, and thus giving a feeling of independence and usefulness to those less favored.

In looking over many of the exhibits of the social economy section, it is observed that much of the great and good work in the State, done without view of personal pay or reward, has been accomplished by the Civic Clubs. These deserve special mention for their earnest and untiring efforts in bettering the conditions educationally and socially. The improvements of streets, parks, playgrounds, school gardens, public baths, housing conditions, social settlements and numerous other humanitarian movements, are attributed to those who give freely of their time and talents. To these the State should be especially grateful.

Public Charities

INSTITUTIONS FOR THE BLIND

The Institutions for the Blind display the work of the sightless. These are taught many of the common branches together with sewing, bead-work, manual training to some extent, chair caning, broom making, piano tuning, etc. Among these exhibits are photographs portraying institutional life, together with articles from the kindergarten department, such as sewing, crocheting, and writing.

Some of these institutions care for the aged blind, while others are schools of learning, established for the special benefit of the blind youth, and are strictly educational in all their interests. It is the aim and purpose of these institutions to give the blind youth a liberal education and, in addition, give them such training in the art of music and instruction in industrial pursuits as will aid them to become independent and useful members of society.

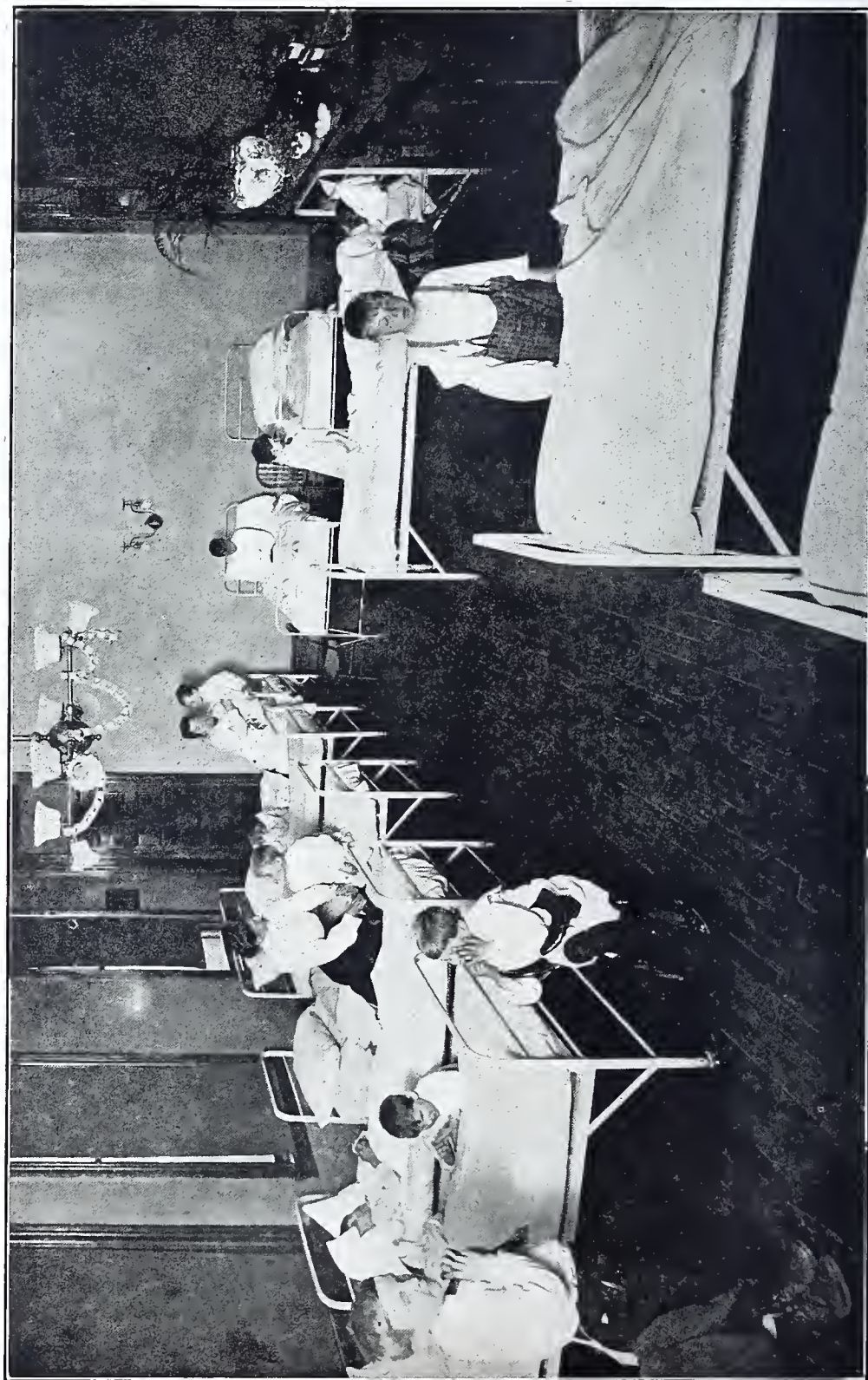
Four (4) institutions for the Blind are represented:—

Western Pennsylvania Institution for the Blind, Pittsburgh.

Industrial Home for Blind Women, Philadelphia.

Institution for Instruction of the Blind, Overbrook.

Working Home for Blind Men, Philadelphia.



The Little Boys' Dormitory—"Good Night"—Western Pennsylvania Institution for the Blind, Pittsburgh

INSTITUTIONS FOR THE DEAF

It is difficult to convey to the general public an adequate conception of the varied work done in an institution for the deaf. It is the pupil's home, his school, and here he learns the trade that is to enable him to support himself in after life. It requires patience, industry and intelligence to teach the deaf, and no less patience on the part of the pupil who has never heard the sound of his own voice. This teaching combines industry and usefulness, and partially restores the pupil to the place in society that is his rightful heritage.

Four (4) institutions are represented:—

Oral School for the Deaf, Scranton.

Institution for the Deaf, Mt. Airy.

Western Penna. Institution for Instruction of the Deaf, Pittsburg.

Home for Training in Speech, Philadelphia.

The photographs well illustrate the work and play hours of the occupants of these institutions, and show the printing, dressmaking, cooking, millinery, and manual training departments.

FEEBLE-MINDED AND EPILEPTIC INSTITUTIONS

The Feeble-Minded and Epileptic Institutions have furnished exhibits from their different departments which include articles in wood-work, basketry, knitting, bead-work, sewing, drawing, shoemaking, mattress-making, carpet weaving, and tailoring. This exhibit is one in which the visitor spends much time.

Pennsylvania has three institutions for the feeble-minded, located at Elwyn, Polk and Spring City. The two first named are well represented by photographs of their entire working system, as well as by actual work from the various departments above named.

We are indebted to Dr. J. M. Murdoch, of Polk, Pa., for the following:—

“The aim of these institutions is to provide suitable training for all children who by reason of feeble-mindedness are unable to receive appropriate instruction in the common schools and to provide a home and suitable employment for the older feeble-minded who are, on account of their mental condition, unable to compete with normal men and women or to manage themselves or their affairs with ordinary prudence.

“The Pennsylvania Training School for Feeble-Minded Children at Elwyn has attained a world-wide reputation and from a small beginning

has grown to its present state of perfection. In its growth it has played a most important part in the development of methods of care and training. Its population is more than one thousand and it has a long waiting list. It is one of the semi-state institutions.

"The State Institution for Feeble-Minded of Western Pennsylvania at Polk is beautifully situated among the hills of Venango County, on a tract of thirteen hundred acres. It is built on the cottage plan and is most admirably adapted in every way to give the best possible care, training and treatment for those for whom it is intended. Its present population is thirteen hundred, which will be increased to fifteen hundred on the completion of buildings now in course of erection. It is strictly a State Institution for Western Pennsylvania.

"The Eastern Pennsylvania Institution for the Feeble-Minded and Epileptic at Spring City was established by Act of Assembly in 1903. Only that part of the institution for the care of boys has been completed. At present about three hundred boys are being cared for. This institution, on



Rug Made by Feeble-Minded Boy 14 Years of Age, who could not be Taught to Read or Write.
Training School at Elwyn, Pa.

the completion of the cottages in course of erection and under contemplation, will provide care, training and treatment for about one thousand. It is strictly a State Institution for Eastern Pennsylvania.

"Although on the completion of the Spring City Institution Pennsylvania will have provision for about four thousand feeble-minded, its provision for this class of its population will still be inadequate.

"The total number of the feeble-minded enumerated in Pennsylvania in the census of 1890 was 8,753. No enumeration of the feeble-minded was made in the census of 1900. Whether this condition is or is not more prevalent than formerly we have no reliable information on which to form an opinion. It is quite clear, however, that the condition is one deserving the gravest consideration.

"Within recent years there has been a great increase in the number of the feeble-minded cared for by the State and a tremendous increase in the number of applications for admission to the institutions. This may be accounted for in part by a better appreciation of the advantages of special training and institution life for the feeble-minded and in part by the more rigorous competition of modern life.

"The proper care of the feeble-minded by the State within appropriate institutions is now recognized as not only charitable but economical. Within the institution the feeble-minded child receives as high a degree of education as he is capable of acquiring to broaden his future usefulness and happiness. His senses are trained. He is taught to care for his body and dress; is given instruction in reading, writing and arithmetic, and such physical and moral training as he can profitably acquire. Special attention is given to manual training, recognizing that his future usefulness depends more upon manual dexterity than upon mental attainments. Music adds to the enjoyments within his limited horizon.

"A large proportion of the feeble-minded, notwithstanding the most careful training and treatment, are never able to take an independent part in the community. At large they are as a ship without a rudder. For such the State provides a congenial home where, protected from evil influences and surrounded with simple pleasures, he may work and play, happy to the end and depart without leaving a burden upon posterity. Every dollar now expended for his care saves hundreds in the years to come."

INSTITUTIONAL HOMES

More than seventy Institutional Homes are represented, revealing how the helpless ones are cared for. Among these are the homes for the aged, infants, orphans, and crippled. Many photographs illustrate the life in these homes.

No state in the Union exceeds Pennsylvania in the number and character of the places of abode, temporary and permanent, provided for those otherwise homeless. Within these places of refuge 20,000 persons of all ages are sheltered.

A multitude of homeless and helpless children have been rescued and saved to careers of usefulness.

The noble-minded men and women devoted to this work deserve the highest honor. Their zeal and enthusiasm is an inspiration to the friends of humanity.

The names of the Institutions represented are given below:—

Hayes Mechanics' Home, Philadelphia.
Home for Aged Veteran and Wife, Philadelphia.
Odd Fellows' Home, Philadelphia.
Geo. Nugent Home for Baptists, Philadelphia.
The Baptist Home, Philadelphia.
Methodist Episcopal Home, Philadelphia.
Home for Indigent Women, Philadelphia.
Nazarine Home for the Aged, Philadelphia.
Home for Indigent Widows and Single Women, Philadelphia.
Home for Aged Couples, Philadelphia.
Presbyterian Home for Widows and Single Women, Philadelphia.
Home for the Aged, Philadelphia.
Home for Aged and Infirm Colored People, Philadelphia.
Presbyterian Home for Aged Couples and Single Men, Bala, near
Philadelphia.
Soldiers' and Sailors' Home, Erie.
Home for the Friendless, Erie.
Home for Aged Men and Couples, Pittsburg.
Home for Aged Protestant Women, Pittsburg.
Home for Aged People, Pittsburg.
Christian Home for Women, Allegheny.
Pittsburg City Farm, Pittsburg.
Easton Home for Aged Women, Easton.
Home for Homeless Women, Wilkes-Barre.
Home for the Friendless, Hazleton.
Hillside Home, Scranton.
Girard College, Philadelphia.
Burd Orphan Asylum, Philadelphia.
Western Temporary Home, Philadelphia.
Home for Orphans' of Odd Fellows, Philadelphia.
Masonic Home, Philadelphia.
Methodist Episcopal Orphanage, Philadelphia.
Children's Aid Society, Philadelphia.
Home for Hebrew Orphans, Philadelphia.
Southern Home for Destitute Children, Philadelphia.
Northern Home for Friendless Children, Philadelphia.
Haddock Memorial Home for Children, Philadelphia.
Western Home for Poor Children, Philadelphia.

Presbyterian Orphanage, Philadelphia.
 Jewish Foster Home and Orphan Asylum, Philadelphia.
 Friends' Home for Children, Philadelphia.
 St. Joseph's House for Homeless Boys, Philadelphia.
 Home for Infants, Philadelphia.
 Orphan's Home, Allegheny.
 Newsboys' Home, Pittsburg.
 Odd Fellows' Orphans' Home, Meadville.
 Church Home for Children, Jonestown.
 United Presbyterian Orphans' Home, Allegheny.
 Home for Colored Orphans, Allegheny.
 Home for Friendless Children, Pottsville.
 Baptist Orphanage, Angora.
 Lutheran Orphans' Home, Topton.
 Home for Friendless Children, Wilkes-Barre.
 St. Joseph's Foundling Asylum, Scranton.
 Home for Friendless Children, Lancaster.
 Home for Friendless Children, Hazleton.
 Institute for Orphan Girls, Langhorne Manor.
 St. Patrick's Orphanage, Scranton.
 Home for the Friendless, Reading.
 Home for Friendless Children, Waynesburg.
 Home for Friendless, Scranton.
 Tressler Orphans' Home, Loysville.
 Children's Home, York.
 Children's Industrial Home, Harrisburg.
 Home for the Friendless, Bethlehem.
 Barclay Friends' Home, West Chester.
 Home for the Friendless, Williamsport.
 Convent of Our Lady of Angels, Glen Riddle.
 Lutheran Home, Philadelphia.
 Home Missionary Society, Philadelphia.
 Chester County Home, Embreeville.
 County Home and Insane Asylum, Lancaster.
 Butler County Home, Butler.
 Rescue Home, Philadelphia.
 Franklin Reformatory Home, Philadelphia.

SOLDIERS' ORPHANS' INDUSTRIAL SCHOOLS

The Soldiers' Orphans' Industrial School has furnished some of the finest pieces of work from their machine shops as well as from the wood-working department.

Ever since the close of the Civil War the deserving orphans of Pennsylvania soldiers have been maintained and educated by the Commonwealth.

At present there are about seven hundred and fifty children being cared for in two schools. The younger children in the school at Chester Springs, Pa., and the older ones at the Industrial School at Scotland, Pa.

Thousands of children, who might otherwise have grown up to be ignorant and dependent, have been trained into splendid citizens.

The Industrial School at Scotland is well equipped for its purpose and the industrial training, in connection with the intellectual work, gives the pupils advantages second to none in the State.

GENERAL HOSPITALS

Many are familiar with the great and good work being done in the hospitals of our State. One hundred and six of these institutions are represented, comprising hospitals for the sick and injured, women's and children's hospitals, underground emergency hospitals for miners, tubercular sanitariums, and hospitals for the insane. This is a section of the Museum that interests many.

The following are the institutions:—

Mercy Hospital, Pittsburg.
Passavant Memorial Hospital, Pittsburg.
Homeopathic, Medical and Surgical, Pittsburg.
Eye, Ear and Throat Hospital, Pittsburg.
Hospital for Children, Pittsburg.
Western Pennsylvania Hospital, Pittsburg.
United Presbyterian Hospital, Pittsburg.
Presbyterian Hospital, Pittsburg.
St. John's General Hospital, Allegheny.
Allegheny General Hospital, Allegheny.
Emergency Hospital, Warren.
McKeesport Hospital, McKeesport.
City and County Hospital, Lancaster.
Reading Hospital, Reading.
City Hospital, Williamsport.
Homeopathic Hospital, Reading.

Uniontown Hospital, Uniontown.
St. Joseph Hospital, Lancaster.
Chester Hospital, Chester.
Moses Taylor Hospital, Scranton.
Cambria Steel Co., Hospital, Johnstown.
State Hospital, Hazleton.
Adrian Hospital, Punxsutawney.
State Hospital, Scranton.
State Hospital, Ashland.
Valley Memorial Hospital, Johnstown.
St. Joseph's Hospital, Reading.
Episcopal Hospital, Philadelphia.
Presbyterian Hospital, Philadelphia.
Hospital of the Good Shepherd, Rosemont.
Easton Hospital, Easton.
Corry Hospital, Corry.
Protestant Episcopal Hospital, Philadelphia.
Pottstown Hospital, Pottstown.
Westmoreland Hospital, Greensburg.
Columbia Hospital, Columbia.
Charity Hospital, Norristown.
Shenango Valley Hospital, New Castle.
Hahnemann Hospital, Scranton.
Mercy Hospital, Wilkes-Barre.
Allentown Hospital, Allentown.
Robert Packer Hospital, Sayre.
Cottage State Hospital, Connellsville.
Bryn Mawr Hospital, Bryn Mawr.
Meadville Hospital, Meadville.
Pittston Hospital, Pittston.
Kittanning Hospital, Kittanning.
Oil City Hospital, Oil City.
Pottsville Hospital, Pottsville.
Jefferson Medical Hospital, Philadelphia.
Orthopædic Hospital and Infirmary, Philadelphia.
Harrisburg Hospital, Harrisburg.
German Hospital, Philadelphia.
Mary J. Drexel Home and Motherhouse for Deaconesses, Phila.
Samaritan Hospital, Philadelphia.

Frederick Douglas Memorial Hospital, Philadelphia.
 West Philadelphia Hospital for Women, Philadelphia.
 Children's Homeopathic Hospital, Philadelphia.
 Hospital of the Women's Homeopathic Association, Philadelphia.
 Hahnemann Hospital, Philadelphia.
 Polyclinic Hospital, Philadelphia.
 Elk County Hospital, Ridgway.
 Wills' Eye Hospital, Philadelphia.
 Lying-in Charity and Hospital, Philadelphia.
 Philadelphia Dispensary, Philadelphia.
 Southern Dispensary, Philadelphia.
 York Hospital and Dispensary, York.
 St. Luke's Hospital, South Bethlehem.
 Good Samaritan Hospital, Lebanon.
 Wilkes-Barre Hospital, Wilkes-Barre.
 Titusville Hospital, Titusville.
 Jewish Maternity Hospital, Philadelphia.
 Altoona Hospital, Altoona.
 Mary M. Packer Hospital, Sunbury.
 Chester County Hospital, West Chester.
 Municipal Hospital for Contagious Diseases, Philadelphia.
 Phoenixville Hospital, Phoenixville.
 Miners' Hospital, Blossburg.
 Cottage State Hospital, Philipsburg.
 Pennsylvania Hospital, Philadelphia.
 University Hospital, Philadelphia.
 St. Joseph's Hospital, Philadelphia.
 Howard Hospital and Infirmary for Incurables, Philadelphia.
 St. Mary's Hospital, Philadelphia.
 St. Christopher's Hospital for Children, Philadelphia.
 Philadelphia Hospital, Philadelphia.
 Kensington Hospital for Women, Philadelphia.
 Methodist Episcopal Hospital, Philadelphia.
 Jewish Hospital, Philadelphia.
 Children's Hospital, Philadelphia.
 Germantown Hospital, Philadelphia.
 Women's Hospital, Philadelphia.
 Women's Southern Homeopathic Hospital, Philadelphia.
 St. Timothy's Memorial Hospital, Philadelphia.

Medico-Chirurgical Hospital, Philadelphia.
St. Luke's Homeopathic Dispensary, Philadelphia.
Clearfield Hospital, Clearfield.
Rush Hospital for Consumptives, Philadelphia.
Scranton Sanitarium for Consumptives, Scranton.
White Haven Sanitarium for Consumptives, White Haven.
State Sanitarium for Consumptives, Mt. Alto.

HOSPITALS FOR THE INSANE

It is pleasing to view what these Hospitals are doing for their **pa-**
tients. The first thought in the discerning minds of those to whose **kindly**
care the patient is committed is, "How soon can the afflicted one be restored
to his friends?" Under proper treatment many thus afflicted are restored
to normal health.

Those able are given employment as a means of contentment and **use-**
fulness. The many photographs of the interior of these institutions **show**
this, together with numerous articles in basketry, pottery, bead, art **and**
needle work here displayed.

The institutions represented are:—

State Hospital for Insane, Norristown.
State Hospital for Insane, Harrisburg.
State Hospital for Insane, Danville.
State Hospital for Insane, Warren.
Western Pennsylvania Hospital, Dixmont.
Pennsylvania Hospital for Insane, Philadelphia.
Friends' Asylum for Insane, Frankford, Philadelphia.
Hospital for Insane, Retreat, Luzerne Co.
State Hospital for Chronic Insane, Wernersville.
Lackawanna County Hospital, Hillside.
Chester County Hospital, Embreeville.
Lancaster County Hospital, Lancaster.

There are annual reports from the Board of Public Charities **from**
1870 to 1909.

Corrections

JUVENILE COURTS

One interesting exhibit is that of the Juvenile Courts of **Pennsylvania.**
It portrays the treatment of juvenile delinquents under the age of **sixteen**
years, and emphasizes the fundamental principle of prevention and cure.

1. It houses the children, awaiting hearing, in rooms of detention separate from places where adult prisoners are confined.
2. Its probation officers visit the homes of the juveniles, keeping watchful care over them.
3. It issues orders upon parents for the maintenance of children committed to other homes or institutions.
4. It establishes Boards of Visitation to inspect all homes and institutions to which children are committed.

Many are the offenses and from many environments these guilty innocents are received.

A number of actual cases are cited, each needing its own treatment. One of the many within our own State will serve as an example of the good being done by this organization.

John, twelve years of age, was arrested for begging on the streets, (charge, vagrancy). A probation officer went to the home to investigate and found the father had been idle for months, and the family were living in a small basement room with only one window. Upon inquiry it was learned that there were six children, five women and as many men living in the one room. They drank and caroused most of the night. The little boys were sent out at midnight to beg and were out until one and two o'clock in the morning. The money they brought in was used for drink, while the children were actually starving. The children were held and finally sent to institutions.

In some cases the father and mother improve the home conditions and the children are returned, but the probation officer continues to keep a vigilance over them.

Aside from a number of photographs shown in this exhibit, copies of the reports, blanks, forms, acts and pamphlets are also on hand. The Juvenile Courts of Philadelphia, Pittsburg and Allegheny County, Dauphin County, Scranton, Norristown, Johnstown and Erie are represented.

The delinquents cared for in the House of Detention are required to pursue their studies corresponding to the public school courses. School rooms are furnished in these Houses of Detention and in addition to the regular courses manual training and physical exercise are taught.

REFORMATORIES

From the showing made in the Museum by the reformatories, one observes that these institutions are designed as places for offenders between the ages of fifteen and twenty-five years. On entering, they are placed in

one of the various grades of standing. Excellent results are seen in the trade and night schools, where the trades taught are wood and iron work, stone cutting, brick laying, sign painting, etc., for the boys, and domestic trades, such as sewing, dressmaking, cooking, laundrying, etc., for the girls. Music is also included in recreation times and excellent bands are found in some of these institutions.

It is pleasing to note that the moral, intellectual and physical welfare of these young people is looked after. Through these trades they are enabled to acquire a means of livelihood of inestimable value, and many enter the business world with helpful prospects of usefulness. Those represented are:—

State Industrial Reformatory, Huntingdon.

House of Refuge, Glen Mills.

Pennsylvania Reform School, Morganza.

Penal Institutions

PRISONS

Of the numerous county prisons of the State, three are represented by photographs of the exterior and interior of the buildings. Some show the men at work in the brush shops, carpet making, and other industries. The three institutions represented are the Berks County Prison, Reading; Montgomery County Prison, and Lancaster County Prison. Nineteen prison reports are also found on the shelves.

It would be well if every county prison in the State could institute an industrial system to foster industry instead of idleness among its prisoners; teach those who cannot read and write, who are committed to jail for even two or three months, and thus awaken self-respect and a desire to become more than a burden and a public menace.

PENITENTIARIES

This exhibit is composed chiefly of photographs of the exterior and interior of buildings, printed matter and reports. The views show that penal servitude is required here. The following is quoted from a portion of the exhibit: "The labor problem in these institutions is a perplexing one in consequence of the law limiting the amount of work which convicts may do. Textile fabrics can be made for use in the prisons. Employment is absolutely necessary to their moral and physical welfare. The State has a great duty to perform in protecting itself as well as caring for those who are a burden to themselves and a menace to property and person. All

these things well deserve the most earnest consideration of thoughtful men everywhere."

Chaplain Milligan has said: "When shops and mines and our great manufactories are full of work the number sent to prison grows less. Labor is an antidote against crime. When a man has no work and is suffering for want of it evil passions are easily enkindled and glow into acts of violence against person and property. To be idle is promotive of unrest and misery to most men. The pathway to vice and crime has lost its strong barrier when hand and head are fairly employed. Properly prison labor becomes a moral and mental tonic. It helps to convince a man that it is better for him to work honestly for himself than to be forced to labor for the State for nothing."

Civic Associations

HOUSING CONDITIONS

Time can be profitably spent looking over the photographs of the housing conditions in Pennsylvania, and all thoughtful persons will realize that the morals and health of a community depends largely on the surroundings and housing conditions. This exhibit carries one into the coal mining and factory regions, and the city tenements. Life in many conditions is seen, from the poor and improved type of tenement, the serious feature of the overcrowded lodging house to the clean and healthy homes of the factory employes. Of these latter there are some interesting pictures of the Westinghouse Air Brake Company houses which are rented to their employes.

The Octavia Hill Association of Philadelphia has a splendid showing as the result of earnest efforts in improving Philadelphia housing conditions. We are indebted to this Association for the following:—

"Philadelphia is widely known as the City of Homes. Her small one-family house has, in its newer forms, become a model of careful, intelligent designs. One hundred and seventy-seven thousand and eighty-three of her 308,900 dwellings are two stories high. During the past four years an average of 7,000 of these has been built each year. These houses have so successfully met the needs of large numbers of citizens that in the older and more congested sections of the city, serious housing evils have grown up which are the results of carelessness and neglect and which might have been controlled. In these sections in earlier years, the cupidity of landlords cut up the interior of the blocks into net works of courts and alleys.

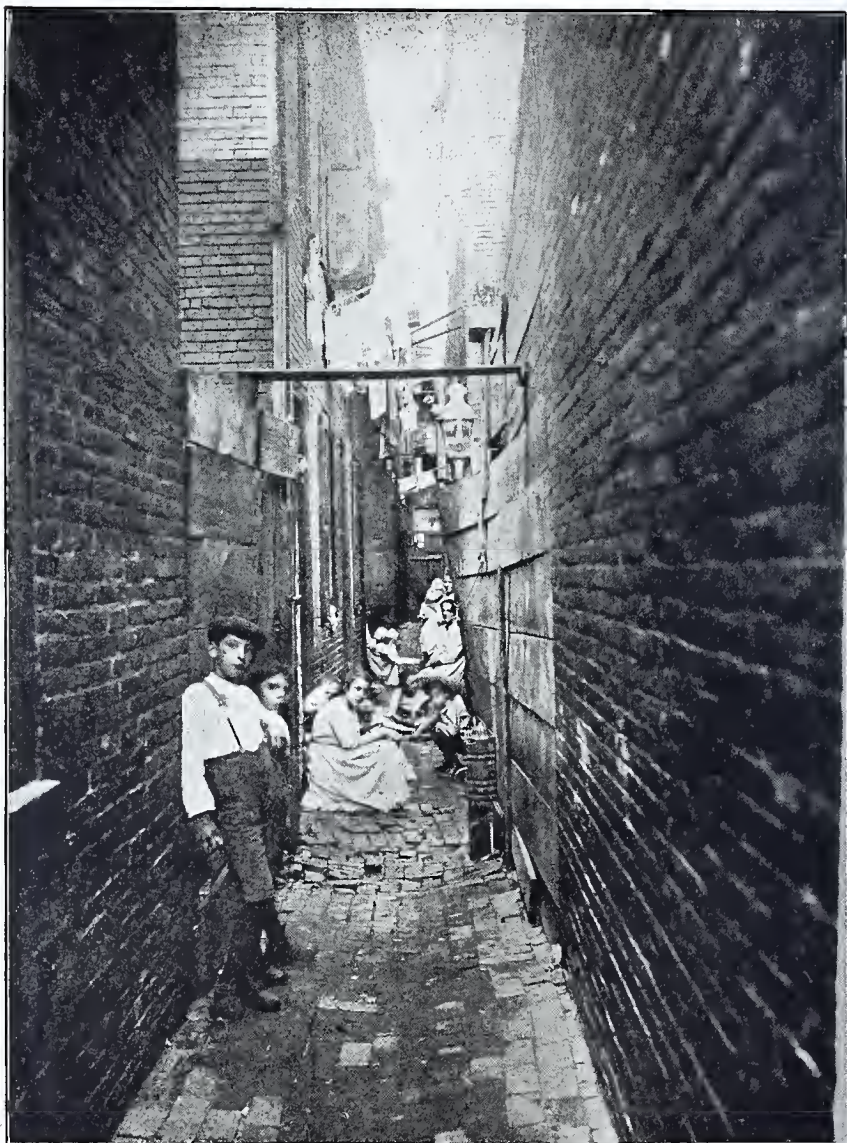
Surface drainage and open privy vaults with their attendant dangers were allowed to remain even after sewers had been placed in the streets. Large tenement houses, having many of the worst features of the New York type were built to meet the demands of constantly increasing immigration. One-family houses without the city's knowledge and without changes of any kind were converted into tenement dwellings. The Board of Health made no provision for inspections on its own initiative and inspected only when complaint of nuisance was made.

Slowly the municipality began to exercise its rightful powers of regulation and control. The first step taken to check these evils was by city



Type of Homes for Employees. The Westinghouse Air Brake Co., Wilmerding, Pa.

ordinances to forbid the building of houses on blind alleys or on the rear of lots and to fix the minimum width of new streets first at thirty, then at forty feet. Gradually, excellent building laws and laws governing drainage and plumbing were enacted for new buildings, although foul conditions in old buildings were left undisturbed. The tenement house law for cities of the first class, passed by the legislature of 1895, is one of the wisest and best laws known for controlling the building of tenement houses and has successfully checked the growth of large congregate dwellings. It



**For Better Housing of the Poor, Philadelphia.
Court 4 feet 3 inches wide. Forty-two persons live here**

was not, however, until 1907 that a supplementary act was obtained which by a system of registration, licensing and quarterly inspection by the Bureau of Health reaches old as well as new tenement houses. This law when fully operative must do an immense amount to raise the standards and minimize the evils of these houses.

To tenement house laws such as Philadelphia is now proud to have, should be added regulations for the inspection of all court and alley dwellings. Such inspection should lead to under-drainage, increased water supply, the demolition of unsanitary houses and other improved standards of living.

Philadelphia's experience indicates that where geographical conditions do not limit a city's growth, small one-family houses are profitable business enterprises and that under healthful influences the demand for them grows until they become almost universally desired. On the other hand, may not the experiences resulting from Philadelphia's laissezfaire policy of so many years, be a warning to younger communities to safeguard their futures? Intelligent, trained inspectors are a municipality's strongest instruments for educating the community and enforcing its laws. May it not be urged that in the building and sanitary departments of each municipality there should be an adequate number of inspectors and that the standard of their efficiency should be high?"

PUBLIC PARKS

This display includes thirty illustrated park reports showing the systems of first and second class cities throughout the United States. Photographs of the public parks of Philadelphia, Pittsburg, Harrisburg, and Erie are on hand. Pennsylvania needs more of these public parks, open for the free use of her people. The exhibit shows how thousands, annually, make good use of the few parks provided.

Mr. J. Horace McFarland, President of the American Civic Association (for a better and more beautiful America) has kindly submitted the following:

"Parks are quite as necessary in small communities as in large communities. The familiar and unthinking idea that because a town of two or three thousand is surrounded by open country those in it need no recreation places, playgrounds or parks, should be analyzed by those who make the claim. Take, for instance, any small Pennsylvania town of, say 1,500 inhabitants, built in the inexplicably characteristic fashion, which provides no recreation facilities in the manner supposed to be necessary for the residents of a city. Do the

farmers open their meadows to the people as lawns? Is there usually unoccupied woodland through which the people may range? Do the farms provide picnic facilities, playgrounds, and the other familiar exercises of a modern service park?

"The answer to all these queries would be negative, for I do not know of any small community in Pennsylvania in which there is the least semblance of a provision for parks aside from that provision made by the people themselves. I have in mind at the moment a rather advanced community in Lycoming County. Its only public grounds is the County Fair ground, and that is in use just once a year. No other use of park facilities can be had without trespassing on private property, and that trespassing is prohibited.

"The dweller in the small community is, of course, not subject to the same impurity of atmosphere as the dweller in the large city. His children, however, need recreation, and the man and his wife require the facilities of a modern park just as much as those who do live in the larger city. There is less of general interest to serve the recreation need in the small community, and thus more reason that a small community should provide reasonable space, with reasonable facilities at its command, in order that its people may be broadened and made healthier and happier.

"If the modern conception of a park is taken to be that of a public area, maintained so that the whole body of citizens may have access to it for the improvement of health and living conditions, than I cannot see why the resident of a small community is any less deserving of such facilities than the resident of a large community.

"Moreover, it is often very much easier to have a park close to the center of a small community than within reasonable access in a large community. Ground is cheap, and the facilities are far less restricted.

"There is the further advantage of parks in any community, that they add to its attractiveness and therefore aid it in competing for population, business and prosperity. I have in mind at this moment a borough, not far distant from where I write, from which all who can are flying, because it has become purely industrial, has not one square foot of parks, and is so hideously ugly that it is unfit to live in. That is, the failure of this community to provide itself with parks is depopulating it, for nearby there are communities which are wiser and which have parks for the people.

"A consideration for the welfare of the children of the small community ought to lead to the fostering of that skill in games and that alertness in mind and body which comes from the proper use of modern small



Crowded Condition of Play Grounds, Pittsburgh

communities. I am not, of course, referring to the ancient idea of parks expressed in artificial flower beds, iron dogs, marble fountains and stilted driveways. Such are an abomination, and no park at all.

I most emphatically urge parks for all communities, as being in the highest sense economical and advisable."

PLAYGROUNDS

It is pleasing to look through this section of the exhibit at the photographs of the bright and happy faces seen on the playgrounds of Pennsylvania. Here is well-directed play without out-door gymnasiums, swings, the trapeze, ball, teeters and ladders, with swings and sand boxes for the wee ones. Many "little mothers" as well as "little fathers" are seen here caring for their baby brothers and sisters. There is also the section with its articles of industry, such as baskets, sewing, etc., made by the children of the playgrounds. Allegheny, especially, is well represented by the latter. Pittsburg, Philadelphia, Scranton, and Harrisburg have exhibits here.

Some of these playgrounds are maintained by civic clubs, others by the efforts of public-spirited citizens, while others are under the direction of school boards. It is a sad fact, but true, and happens frequently, that boys have been arrested in certain cities for playing ball on the streets, but it is pleasing to note that places are rapidly being provided for youths where wholesome sport can go on unmolested.

We are indebted to Mrs. John Cowley, of the Allegheny Association, for the following:

"During the last decade the playground movement has made great progress in our State. It has become an integral part of the life of our great cities, and its importance is claiming recognition for it even in our smaller cities and towns. All intelligent people recognize the necessity of free play for the child, and admit its value from a health standpoint; but it has been demonstrated within the past few years that the industrial work which is an important feature in many playgrounds is really of great educational value. Probably this has come about so naturally, in such a simple way, that it has really surprised those who installed these various forms of industrial work. They 'builded better than they knew' when they gave the big boys and girls something to keep their fingers busy when they` tired of continuous play, and were really becoming a menace to the playground by annoying the younger children. Some one once said while watching the little ones that they were "happy as butterflies, busy as bees," but the normal child is neither all butterfly nor all bee

in his nature. He has a vast capacity both for work (child-work, play-work) and for play, and his highest growth is attained when both are judiciously provided. By installing playgrounds, well managed, well equipped, everywhere our city governments and school authorities will be doing more to improve the future citizenship of our great State, and of our great Republic, than they could do in any other way. It is much more economical to provide playgrounds than to support reformatories and juvenile courts. Children are much more impressionable than adults, and the State cannot expend money to better advantage than in improving the



"Little Mothers" Philadelphia Play Grounds

health and the minds of its little future citizens. Keep a boy busy and you keep him out of mischief; and the same applies to the girl. When our great cities become congested, and land becomes more and more valuable the children of the poor find the city streets the only available playground, unless suitable recreation grounds are provided. Even then, all the grounds connected with the public schools should be utilized and such parts of the various school buildings as are necessary for the vacation school industrial work. Basketry (for both boys and girls), manual training, sewing,



Sand Box Play Grounds

kitchen garden (or child housekeeping), art and nature work, millinery, kindergarten and games constitute the various departments of the playgrounds and vacation schools of Allegheny, now known as Pittsburgh, North Side, and of those of many of our large cities in Pennsylvania. The thousand of children who attend each summer are provided with excellent music and beautiful flowers, thus bringing joy and sunshine into their sad lives. This work can be done everywhere. There is not a village which would not be better for systematized play even though it be only a "story hour" conducted by a little group of devoted women and closing with some simple ring games. Anything which will teach a girl to be unselfish and a boy to 'play fair' with his fellows is a God-send to any community. Beautiful and attractive as Fairmount Park in Philadelphia, Schenley and Highland Parks in Pittsburg, and Allegheny and Riverview Parks in former Allegheny are, they could be made much more so if portions of them were set aside for the use of the children."

PUBLIC BATHS

Located in the much-needed districts of the cities are the public baths and wash-houses where men, women and children have access to refreshing baths all the year around. Here, hot and cold water, with soap and towel may be had for five cents. No charge is made for children under ten years of age accompanied by their parents.

The Public Wash Houses for the accommodation of those who have not similar conveniences are for both men and women. These wash houses include the use of tubs, hot and cold water, soap, wringers, steam dryers and iron at five cents per hour.

Those represented in the Museum are the Public Wash House and Bath Association, and the People's Bath of Pittsburg; Phipps' Public Bath and Gymnasium of Allegheny; The Public Bath and Wash House Association of Philadelphia, all of which are supported, principally, by receipts from their patrons and voluntary subscriptions.

SCHOOL GARDENS

In the display at the Museum the pamphlets and photographs convey to the passer-by a clear idea of what is being accomplished in Pennsylvania along this line. Philadelphia's exhibit is especially deserving of mention as the photographs will show.

In many parts of the State the civic clubs have done much to encourage home gardens among the children. Prizes have been offered for the best fruit, flowers and vegetables, with good results.

Berks County deserve special mention for the practical, wholesome way of educating the youth. The superintendent of schools of that county should be highly gratified in his efforts, by the interest and results of the Berks County Boys' Agricultural Club and the Girls' Domestic Science Club. The members of these clubs are distributed through seventy-five schools of the county. Their exhibit shows "Better Farming" and "Better Housekeeping," not to mention the fact of more useful future citizens.



Waiting for the Gaskill Street Bath House to open, Philadelphia

Vegetables and poultry are raised by both boys and girls on their individual plots; prizes are offered for the best corn, potatoes, poultry, bread and needlework. Many dispose of their produce, realizing substantial reward for their efforts, aside from the wholesome physical exercise in the open air.

Miss Stella Nathan, Supervisor of School Gardens of Philadelphia, contributes the following:—

“‘Whatever you would have among the industries of your people, introduce into the curriculum of your public schools,’ Dr. Hadley, of Yale, once said. But it is not only the idea of converting some of our population into an agricultural people that the school gardens have been correlated

with the public school system of Philadelphia. The immediate objects of the school gardens in Philadelphia are:

"1. To furnish an industrial working playground for six months, affording manual training in the practical work of agriculture and object lessons on plant life and growth in elementary agriculture.

"2. To supply nature study and drawing materials for the public schools.

"3. To ornament school grounds.

"In 1907 there were ten school gardens in Philadelphia; in 1908, due to a decrease in the appropriation, there were only six. Two other gardens supported by public-spirited citizens were under the direct care of the supervisor of gardens.

"Each garden is in charge of two teachers, a principal and an assistant. It is approximately one acre in size and is always situated within four squares of a public school. Each garden has a tool-house and an arbor, in which the theoretical lessons are given. The garden is divided into three kinds of plots,—individual, class, and experimental.

"Individual plots are eight feet by ten feet and are held by pupils of the grammar grades. Each pupil possesses one plot and whatever is produced on it belongs to the owner. With interest in his own plot, comes respect for the property of others and thus the property sense is developed. Children owning these plots come three times each week and each child does all the work required on his plot. The crops given in an individual plot are tomatoes, radishes, lettuce, beets, peas, beans, spinach, peppers, parsley and turnips. The value of a plot varies from \$4.23 to \$7.72.

"Each class plot belongs to a primary class as a unit. These classes come one hour each week, during school hours, to the garden, and thus there is direct co-operation of the garden and the school. Each class receives a theoretical lesson, given by the garden teacher, for twenty minutes and a practical one for forty minutes.

"The experimental plots are used for raising crops, impractical for growth in the individual plots and plants to be used for instruction purposes. All grains as wheat, rye, oats and barley; all herbs, cotton, flax, hemp and peanuts are raised. Many city children have never seen these plants before. Borders in which flowers are grown, surround the gardens. These flowers besides being used for lessons, are taken home by the pupils and the sick of the neighborhood and the nearby hospitals are also supplied.

"Realizing the neglected condition of most of the back yards of Philadelphia, the children were urged to start little gardens at home.

Seeds received from the government, and all thinnings that could stand transplanting were given to them and as a result five hundred and two (502) home gardens were started. Sometimes in the tenement districts yards are unknown, but gardens soon bloomed there in three big wooden soap boxes.

"Another phase of the work was the supplying of the schools with nature study and drawing material. Not only did the elementary schools receive supplies, but specimens were also sent to the laboratories of the High and Normal Schools. Nine hundred and fifty-four classes were supplied in 1908.

General Program of School Garden Work

"On account of the large number of children holding individual plots, they are divided into four classes, two classes coming on alternate days. 'First and Second Class,' as spoken of in the following program, does not, therefore, signify any difference in the grade of work. Each class has three regular visits per week.

"During the school months, April, May, June and September (except Saturdays), the daily program is as follows:

- | | |
|---------------|---|
| 9.00 to 12.00 | Kindergarten and primary classes from nearby schools |
| 2.00 to 3.30 | visit the garden, the visits lasting from one-half to an hour. Ten to twenty minutes are devoted to theoretical garden work, and twenty to forty minutes to practical work. |
| 3.30 to 4.30 | Work on individual garden plots by the children of Class I. |
| 4.30 to 5.30 | Work on individual garden plots by the children of Class II. |

(Classes III and IV come the following day.)

Daily program during vacation, July and August, and also on Saturdays:

- | | | |
|---------------|----------------|--|
| First Class. | 8.00 to 8.20 | Lesson in nature study or agriculture. |
| | 8.20 to 9.30 | Individual plot work. |
| | 9.30 to 10.00 | Work on borders and sample plots. |
| Second Class. | 10.00 to 10.20 | Lesson in nature study or agriculture. |
| | 10.20 to 11.30 | Individual plot work. |
| | 11.30 to 12.00 | Work on borders and sample plots. |
| | 12.00 to 12.30 | Inspection and clerical work. |

"The interest of the neighborhood in a garden is always great. Often

when a garden first opens there is distrust and hostility, but before many weeks this is always changed to enthusiasm. When a garden lot is sold to be used for building purposes the parents always petition for another garden. Their words sound like patent medicine advertisements for all say how much the children have changed in conduct, and of how much they have gained in health. No casual visitor can possibly see what the garden really does for the child, for what counts most is the change of habits and the improvement in the mental and physical well-being of each child."

SOCIAL CONDITIONS IN FACTORIES AND SHOPS

Another interesting feature of the exhibit is the social conditions in factories and shops, shown by the following: The Westinghouse Company and the H. J. Heinz Company of Pittsburg, and the John B. Stetson Company of Philadelphia.

These companies, realizing that their employes spend the greater part of their waking hours at their work, surround them with conveniences and comforts that contribute to their health and happiness and more efficient work and industrial betterment features. It is fully understood that happy and contented people will do more work and better work than those who are surrounded by unfavorable conditions.

The Westinghouse Company has an interesting exhibit of photographs of their casino, reading room, auditorium, pool room, dining room, lunch room, etc., a result of the spirit of co-operation spread by the company among its employes. There are night classes in drawing for the benefit of those employes who wish to gain proficiency in this line of work, and Young Men's and Young Women's Christian Association buildings have also been added.

In the H. J. Heinz Company's exhibit are photographs of their great auditorium filled to overflowing with employes at the Monday gatherings; the free library, natatorium, gymnasium and roof garden; classes in drawing, cooking and sewing; dining rooms for both men and women; girl's rest room and dressing room, all of which are provided by the company for their employes.

The John B. Stetson Company of Philadelphia has a small collection of photographs, showing their auditorium, hospital, and good work of the Beneficial Association for their employees.



Girls' Dining Room. H. J. Heinz Co., Allegheny

SOCIAL SETTLEMENTS

If we would know better the meaning of the Settlement work we must look to the founders who had in mind the possibilities for usefulness, "not only those whose lives were cast in the more neglected portions of our cities, but also those who dwelt in the most favored parts. The young men born to wealth, living a life of ease and pleasure, what better for them than to associate with and to know the men of work and toil? Leisured young people spending their lives in a constant round of social functions, let them, through the settlement door, learn something of the meaning of life to the woman who toils all day in the house of the alley and rear court. The settlement, more than any other form of social work, does, we believe, give the opportunity for such social fellowship, the opportunity for partnership in a work that has for its motive the lessening of sorrow and pain; the abolition of disease, poverty and ignorance; the bringing of light into dark places, and giving to every soul an atmosphere in which it may develop Godward."

These Settlements located, many times, in the unfavorable districts of the cities are doing their large share in bettering the vast number of individuals of the neighborhood in which they are placed. Three of these Settlements are represented in the social economy division of the Museum: Kingsley House Association, and Columbia School and Settlement of Pittsburgh, and the Covode Settlement House of Allegheny.

The display of the Kingsley House Association should be seen to appreciate its great and good work. The photographs show the homes, the surrounding neighborhood, the various afternoon and evening classes, social gatherings, physical recreation, and country life. Here is seen the crowd of younger members of the Boys' Club awaiting the opening of the gymnasium for the afternoon classes, while another picture shows a large gathering of the older members of the club. Other views illustrate the active and crowded conditions in the gymnasium, and show the younger children at play in the game room. Many boys are at work in the manual training shop, where various pieces of furniture are made for the different rooms, and in the printing shop, which is also in active operation, boys are paid for their work. There are night classes in typewriting and telegraphy for the boys and men who are already engaged in work, as well as a library and reading room.

The sewing school has an enrollment of 400 girls, and the teachers of its thirty-two classes are all volunteers workers. The girls' club for sewing



KINGSLEY HOUSE ASSOCIATION, PITTSBURGH

One of the recreation rooms where the younger lads gather to meet their chums, to build with blocks, work out picture puzzles, play checkers and other games. Do you remember the bitter, painful, half-defiant cry of Joe, the street boy, in Dickens' "Bleak House" in response to the policeman's command to "move on"?—"I'm always a-movin' on, sir. I've been a-movin' on, sir, ever since I was born. Where can I move to, sir, more than I do move?" The conditions responsible for Joe's dilemma are not confined to Dickens' time.

and dressmaking, cooking, housekeeping, basketry and playing has a membership of 900. They are also taught weaving and rug making, and cushions, rugs and baskets show the results of training in the Girls' Arts and Crafts Classes. There are also monthly meetings for the mothers and fathers.

The Lillian Home, located twenty miles north of Pittsburg, is where the Kingsley House Association conducts its extensive summer outing work, entertaining for one and two weeks the mothers, the boys and girls of the Pittsburg district who cannot go elsewhere. A farm of 90 acres is admirably adapted for this work. Farming and gardening are carried on so extensively as to supply the Home tables. During 1909, 3,791 guests were entertained here. Farming, haying, tent life, athletic sports, wading and swimming, games, etc., occupy a greater part of the time here. Flowers are raised in large quantities, and in gathering and bunching them the children find much pleasure. The flowers are shipped to towns for use in the playgrounds and other institutions.

One of the special features of the Columbia School and Settlement exhibit is the pictures of the neighborhood industries. The types of people from which the settlement draws are interesting. There are garment workers and the Stogie Factory "Bunchers and Strippers" of many nationalities. Together with this there is the Young Folks' Civic League; the girls' and boys' clubs; the gymnasium, swimming pool, cooking, sewing and manual training classes, and many other attractions for those of the neighborhood.

There is another settlement, carried on by the H. J. Heinz Company, known as the Covode Settlement House. This has its gymnasium, natatorium, game rooms, and various classes in manual training, practical electricity, etc., and the life of the neighborhood centers around this.

SOCIAL CENTERS

Sixty-one per cent. of the total time a school house could be used is wasted when it is devoted only to day-school instruction. Social Centers believe in making good use of the school buildings for the big human and common interests of all in the community, to enable the people to spend much time in a profitable and enjoyable way. It is in nature absolutely democratic, and offers educational, civic, social and recreational advantages. "For the sake of the larger brotherhood of man, for the development of neighborly interests in the welfare of all, for the improvement of the public health through athletic exercises, and for the increase of domestic happiness by the education of women in the different

women's associations, I ask that the school doors be thrown open to all movements of this character. Let us go back to the good old times when the little red schoolhouse stood supreme as an index of a community life and spirit. Now, however, let us broaden its purpose to include the complete development of the whole man and the whole community." Every board of education in all cities and towns in our beloved Commonwealth should give this careful consideration and open wide the doors to this universal good. Here the "town gatherings develop the truest democracy the world has ever known," and here the men folks gather of evenings and decide questions by free and honest discussion.

Two cities in our Commonwealth, Philadelphia and Pittsburg, have here pictured the activities of their social centers. These are, as yet, in their infancy but reveal the good use made of the school buildings after school hours; the children of the community, the young men and women, the fathers and mothers,—all gather at these centers for pleasure and profit. Many more of these should be established until every school building in the State be a center around which the community life revolves.

"There is an undeveloped mine of rich value on your property. Own a share! Develop the resources in the social and civic uses of the public school buildings and come upon rich veins of the finest human values."

INDUSTRIAL STATISTICS

Through the kindness of the State Bureau of Statistics there is in place an exhibit illustrating the comparative value of products of the State and their annual increase. Together with these are photographs of iron works; colliers and breakers with mining and stripping; agriculture; lumbering, and forestry.

The annual reports of this department from 1874 to 1909 are included in the exhibit.

STATE BOARD OF HEALTH

This division of the government has illustrations of the engineering division, showing the workings of filter plants, sewage disposal, quarantine stations, and water contagion in typhoid epidemics. They also have a full list of their annual reports.

READING ROOM AND LIBRARY

The reading room is an essential factor in the Educational Department since it includes many books, magazines, reports, etc.

Through the courtesy of the publishers our reading table is supplied with the best current educational magazines and our shelves with up-to-date books, more than four hundred of which have been furnished by the best publishing houses. This exhibit covers all grades and subjects from kindergarten to college, inclusive.

On the shelves will also be found educational reports, monographs, and courses of study from various states and countries. A small collection of old-time text books, published in Pennsylvania, has also been made, together with old-time school materials. It is desired to make a full collection of this old-time educational material that the present generation and posterity may see the educational methods and implements of their ancestors in Pennsylvania. Already, in this section, are found old-time ink wells with small holes for quill pens, a knife for making quill pens, sand shakers used in place of blotters, samplers, and a few other like articles.

The text books of early days now in place include histories, geographies, etc., published in Pennsylvania in 1700, among them a geography 3" x 4" in size, containing maps of Pennsylvania when Northumberland County covered more than half the northern portion of the State. Allegheny County was proportionately large, and many counties were not then in existence. Pennsylvania was largely wilderness as the maps showed. There were canals, canoe places, and portages, instead of railroads. The following is from the geography mentioned:—

"A creek has been discovered on the Allegheny River near Fort Pitt, which from an oily and bituminous matter found on its surface is named Oil Creek. The oil is said to be efficacious in curing rheumatic pains and old ulcers."

(In 1792) "Virginia is the largest state in the Union. The inhabitants are 747,610 whereof nearly one half are slaves." "Ohio is on the border of the western wilderness, that part of the United States northwest of Ohio, at present is mostly inhabited by various tribes of Indians."

Among this collection is a United States History used by John Tyler when a boy, in which is his signature and name of home town, Clearmont, Va. The Museum would, indeed, be grateful to receive any old-time educational material of Pennsylvania from those wishing to add to this collection.

The following gives the number of books purchased and donated:—

Books purchased:—

- 1 Webster's New International Dictionary, 1910.
- 1 Rand, McNally Indexed Atlas, Foreign Countries, 1908.
- 1 Rand, McNally Indexed Atlas, United States, 1908.
- 1 Atlas of Pennsylvania, 1900 Census.
- 1 Crabb's English Synonyms.
- 1 Dewey Classification and Index.
- 1 Dana Library Primer.
- 20 New International Encyclopædias.
- 3 Museums, Their History and Use.

Publishing Houses donating books:

- American Book Company, 279 volumes.
- Rand, McNally & Company, 19 volumes.
- Silver, Burdett & Company, 13 volumes.
- A. Flanagan Company, 46 volumes.
- Milton Bradley Company, 31 volumes.
- The Macmillan Company, 12 volumes.
- Little, Brown & Company, 3 volumes.
- D. C. Heath & Company, 9 volumes.
- Educational Publishing Company, 1 volume.
- Mr. John R. Gregg, 2 volumes.

Domestic publications gratuitously supplied for the reading table:—

- Educational Review.
- Manual Training Magazine.
- The School Arts Book.
- The Survey.
- The Nature Study Review.
- The Kindergarten Magazine.
- The Pennsylvania School Journal.
- The Teacher.
- The Popular Educator.
- Primary Education.
- School Education.
- Western School Journal.
- Outlook for the Blind.
- The Boston Cooking School Magazine.

The Colorado School Journal.

The Millersvillian.

School and Home Education.

Foreign publications supplied:—

Pestalozzianum.

Domestic publications subscribed for:—

The National Geographic Magazine.

The Survey.

Gifts:—

By Miss Emma E. Boas, Harrisburg, Pa.:—

Ivory paper knife for making quill pens.

Ivory seal and sealing wax.

Bone tablet.

Mitchell's Map of Pennsylvania, with profile of Pennsylvania Canal, 1831.

By Col. P. C. Boyle, Oil City, Pa.:—

Elements of Geography, Workman, 1799.

Canal Navigation in Pennsylvania, with explanatory map, 1795.

History of the United States of America, by a citizen of Massachusetts, 1824. (This history was the schoolbook of John Tyler, afterwards President of the United States, and contains his signature.)

By the Philadelphia Commercial Museums, Philadelphia, Pa.:—

One volume of photographs prepared for school use.

LANTERN SLIDES

A strong and active feature is the free circulating loan collection of lantern slides for educational use throughout the State. More than fifteen thousand have been already collected and arranged conveniently for natural history, art, architectural and agricultural societies, schools, study clubs, civic associations, etc. Many of the slides are beautiful in their colorings and are loaned free of charge upon application, for educational purposes. These pictures take one into the depths of the forests; to the cultivated fields, teeming with flowers and insects; to the busy metropolis; through the great factories; into the mines, and upon a general tour of travel and information in many countries of the globe. For example, the flora and fauna of Pennsylvania; places of historic interest, including forts,, Valley Forge and Gettysburg; geography and travel; industries, both manufacturing and agricultural, are especially emphasized, as well as the mode of transportation in Pennsylvania in the early days where roads, bridge, canals, vehicles, railroads, etc., are shown.

The following example will show the names of the various institutions and the subjects of the slides used:—

<i>Name.</i>	<i>Subject.</i>	<i>No. of Slides</i>
Civic Club, Brookville,	Beautifying America,	93
Boys' Club, Shamokin,	Indians,	78
State Normal School,	Botany,	89
Williamsport Public Schools,	Arbor Day,	82
Bucknell University,	Geography and Travel in Germany,	74
G. A. R., Easton,	Historical Pennsylvania,	76
Grange, Lawrenceville,	Miscellaneous,	94
Y. M. C. A., Pittsburg,	Agriculture,	95
Parks, Harrisburg,	Birds,	80

Ten thousand one hundred and sixty-five slides have been used during the short existence of this department to the close of the year 1909. Many encouraging letters reach us of the good results of this department, *e. g.*, one person writes as follows:—

“I desire to thank you for the very useful catalogue of lantern slides which I received from you recently. I enclose application for a set of slides covering the subject, ‘Philadelphia.’

“Your excellent work places at the disposal of educators a rich treasury of instructive and refining material and deserves their lasting gratitude.”

Another says:—

“We are returning to you, to-day, 88 slides. The delay in sending them has been due in part to our spring vacation and the fact that we have exhibited them to over one thousand pupils.”

Still a third writes:—

“I want to thank you for your promptness in sending the lantern slides. They have been enjoyed by all ages, as we have used them for the various organizations,—the Mens’ Club, Woman’s Auxiliary, Junior Auxiliary, St. Agnes’ Guild, Brotherhood of St. Andrew, Junior Brotherhood, and Travel Club. Also to the Free Kindergarten and have given a private exhibition to some children.

“The slides are both beautiful and artistic and are most valuable as a method of instruction.”

Although the space for this department is limited, talks have been given to schools, clubs and various organizations meeting at the Capital City. These calls are frequent, but for lack of room the requests have to be refused until a place is provided. Even our slide department is cramped for lack of room, and more space is needed for this rapidly growing and useful department.

The regulations governing the use of the slides are as follows:

REGULATIONS

Lantern slides are loaned to illustrate courses of study in various subjects. The slides are of standard size, $3\frac{1}{4} \times 4$ inches and, so far as practicable, are colored. Almost every subject admitting of illustration will be represented, including reproductions of natural scenery, historic places, famous building, manners and customs of people, industries, scientific specimens, physical phenomena, sculpture, paintings, literature and the classics. The scope of the work will be constantly broadened and new illustrations will be added as rapidly as possible. There are in the collection several copies of nearly every slide catalogued, so no difficulty is anticipated in promptly filling every requisition received. Requisitions for illustrations not listed in the catalogues will be given careful consideration and filled if practicable.

All schools, institutions and organizations in the State of Pennsylvania are entitled to borrow slides for educational purposes.

Application. In ordering, use the application blanks furnished by the Division of Education of the Museum, which can be obtained upon request.

All applications should reach the Division at least one week before the slides are desired, which will allow time to prepare or procure those not in stock.

Time Limit. Slides are loaned for such length of time as borrower elects within reasonable limits. If it becomes necessary to curtail time limit on account of a special demand, borrowers will be notified when application is filed. State in application exact length of time slides are to be retained and return them before date of expiration. If extension of time is desired it can be secured *on application* if slides have not been promised elsewhere.

Fees. The fees for each shipment (for two weeks or less) is one dollar (\$1.00), to cover expressage.

All fees are payable strictly in advance, and must accompany application. Make checks and money orders payable to the Director of the Museum.

Any over-payment will be promptly refunded.

Transportation. Transportation in both directions will be paid by the State. Therefore there is no expense to the borrower, save loss or breakage, beyond the prescribed fee.

All shipments will be sent by express, therefore in application give name of nearest express office.

Loss or Breakage. Borrowers will be held responsible for any loss or breakage of slides while in their possession, the charge for which will be equitably determined by the Department.

Receiving. Each shipment will be accompanied by a statement of the number of slides forwarded and a notice will be mailed advising borrower of date of shipment. Any delay in prompt arrival of shipment should be reported at once. The box should be opened immediately upon arrival, and the contents examined and compared with the statement. Any breakage or any discrepancies between the statement and the contents of box should be reported upon the postal receipt provided, which should be promptly mailed. This precaution will obviate any liability on the part of the borrower for damage in transit.

Returning. When slides are returned, pack them in the same box and in the same manner as received, using special care to place the paper between all slides. Borrowers will be held responsible for breakage resulting from careless or improper packing on their part.

SPECIAL NOTICE

Borrowers must *not* under any circumstances:—

Use slides for other than educational purposes;

Use slides upon any occasion at which an admission fee is charged or a collection of any kind is taken;

Rent or loan slides to others.

A violation of the above prohibition will render borrower liable to curtailment of all privileges.

Our largest collections of slides are those on Geography and Travel in many countries.

A brief classification of other subjects is given below:—

Natural Sciences

Astronomy.

Planets.

Physical Geography.

Atmosphere.

Light.

Heat.

Forms of Water.

Dew.

Frost.

Steam.

Rain.

Hail.

Snow Crystals.

Work of Underground Waters.

Development of Streams.

Rivers.

Valleys.

Water Falls.

Lakes.

Mountains.

Caves.

Ocean and Sea.

Glaciers and Geysers.

Earthquakes and Canyons.

Geology.

Erosion and Weathering.

Stratas.

Igneous rocks.

Sedimentary rocks.

Fossils.

Maps.

Zoology

Crustacea.

Insects.

Mollusks.

Fishes.

Amphibia.

Reptiles.

Birds.

Mammals.

Protective coloration.

Products of the sea.

Botany

Trees.

Flowers.

Fruits.

History

Ancient.

Mediæal.

Modern.

Forts.

Washington's Birthday.

Lincoln's Birthday.

Memorial Day.

For Special Occasions.

Arbor Day.

Independence Day.

Useful Arts

Transportation.

Roads and Bridges.

Canals.

Railroads.

Vehicles.

Industries.

Agriculture.

Bees.

Dairying.

Milk.

Butter.

Cheese.

Grains.

Corn.

Wheat.

Rice.

Vegetables.

Sugar.

Cane.

Beet.

Maple.

Cocoanut Tree.

Tobacco.

Tea.

Coffee.

Cacao.

Linen.

Wool.

Cotton.

Silk.

Meat.

Iron.

Steel.

Coal.

Coke.

Oil.

Lumber, Turpentine, Leather.

Forestry.

Paper.

Crafts.

Textiles, weaving and clothing.

Hunting and Fishing.

Fine Arts

Landscape Gardening (Beautifying America).

Monuments, Parks, etc.

Sculpture.

Architecture.

Painting.

Studies showing Nature as an artist.

Studies showing Nature as an architect.

Studies showing Nature as a sculptor.

Studies showing Nature as a designer.

Music.

Educational Institutions.

Manual Training.

Kindergarten.

Domestic Science.

Christmas Series.

Cooking.

Schools.

Sewing.

Literature.

Evolution of Writing.

Scenes covering biographies of authors.

Places noted in literature.

Various Peoples.

Children of Various Countries.

Geography and Travel in many countries.

Civil Government.

Commercial Geography.

Suggestions for Our State Museum

We now have the nucleus of an invaluable Museum, and with the co-operation of each County, which should be well represented, Pennsylvania will stand foremost among the States of our Union in its practical and educational State Museum. Suggestions are here made for the developing of the following departments:

Division of Zoology. Where may be seen the animals in their respective haunts and natural surroundings; also many valuable features for the agriculturalist, where information may be obtained in reference to the birds, insects and animals of the different localities which are helpful or destructive to crops.

Division of Geology. Since Pennsylvania is rich in minerals, there should be placed before the people of the Commonwealth the best State mineral exhibit to be found in the Union. This should include mineralogy, paleontology and industrial geology. Each county should have an exhibit of its respective minerals, its coals, irons, oils, clays, glass sands, building stones, etc., with maps and charts showing where located. The educational and industrial should be closely allied to be of use to the Commonwealth. There should be maps, charts and fossils of the geological era, portraying the earliest formations known, including the glacial period, upheavals, mountain and valley making, rivers and lakes of the State, with relief maps and models showing strata formations, etc.

A Division of Botany, with specimens helpful in acquiring a knowledge of the different species of trees, their uses and their woods; the care of forest preserves, as well as the flowers and plants used for beautifying purposes or for their chemical and medicinal qualities. Many fossil plants of the coal fields of Pennsylvania are on exhibition at the Museum. With the realization of the Capitol Park extension, it would be pleasing to have every tree, shrub and flower native in the State planted and labeled, as far as practicable, within its grounds.

A Division of Archæology. Pennsylvania should be well known by a collection of the contents of the mounds that have been unearthed, which tell of an early people inhabiting the State, antedating the American Indian. These implements of history, arts and crafts should be gathered at the Museum, that our present and future generations may have a more defi-

nite knowledge of these early peoples. Following this, the American Indian collection should be arranged and preserved. There are several good collections in the State, now obtainable, and in a few years these may be scattered and lost. They should be arranged to show their manner of living; arts and crafts in war and peace; monuments; implements; inscriptions; relics; dwellings; clothing and food obtained from their surroundings, each properly shown in its relation to the other. Maps of their trails over the State; origin and meaning of the many Indian names of cities and towns, rivers, etc., throughout the State. Then follow with the customs and arts of the early European settlers, and the implements of their arts, crafts, etc. This influence was the nucleus around which the moulding of our early history of the State was formed. The early publications, German pie plates, and the hand printing should also be shown.

There are historic relics of war and peace in which the State is very rich. Many good collections are scattered throughout the State, and should find a home in the Museum. There are also many unmarked historical spots in each county of the State which should not be neglected. Either the State or historical society of each county should see that these are authentically and intelligently labeled, even if only with a small bronze tablet on a boulder, so that they may not be lost to posterity.

Useful and Fine Arts. Pennsylvania from its earliest history has produced articles from the looms, print shops and the forge. The Museum wishes to make a fine collection of the articles, including those of exquisite make of the present day. These will include printing, book-binding and photography; textiles in cotton, wool, silk and linen; pottery, glass, terra cotta, porcelain, mosaics, ceramics and glazing; articles of metals, bronze, leather and wood. All of these articles to be of Pennsylvania make only.

There are many persons throughout the State who have relics pertaining to Pennsylvania, which they wish to preserve for posterity; there is no more fitting place to preserve and display these to the public than at the State Museum at Harrisburg, where they will be well cared for and exhibited. The Museum will be glad to receive any such material, either permanently or as a loan, in the following subjects: flora, fauna, minerals, geology, archæology, arts and history. These should be well labeled, with the name of the specimen, location or any brief historical incident connected with it; the name and address of the donor should also accompany it.

Address,

STATE MUSEUM,

HARRISBURG, PA.

LIST OF ILLUSTRATIONS.

	<i>Page</i>
Home of the Museum,	3
Stairway leading to Educational Exhibit Hall,	8
Interior of Educational Exhibit Hall,	13
Leaf Cabinet, closed,	17
Leaf Cabinet, open,	18
High School, Chester, Penna.,	24
Conveying Students to and from School,	26
Pedestal and Bench made in Manual Training School, Phila.,	28
First Year Manual Training Work, Allegheny,	29
First to Third Year Sewing, Phila.,	31
Third to Fifth Year Sewing, Phila.,	32
University of Penna. Exhibit,	39
Carnegie Technical Schools,	43-45
Margaret Morrison Carnegie School,	46
Carnegie Institute and Library Building,	48
Mrs. Charlotte Hunt White,	50
Corridor showing Exhibit of Art Schools,	51
Pottery designed and executed by Art Student, Phila.,	52
Cabinet and Pottery designed and executed by students of the School of Industrial Art,	53
Little Boys' Dormitory, Western Pa. Institution for Blind,	56
Rug woven by feeble-minded boy,	58
Type of houses for employees—Westinghouse Air Brake Co.,	69
Philadelphia Court,	70
Crowded Condition of Play Grounds, Pittsburgh,	73
"Little Mothers," Philadelphia Play Grounds,	75
"Sand Box," Philadelphia Play Grounds,	76
Gaskill Street Bath House, Phila.,	78
H. J. Heinz Co., Girls' Dining Room,	82
The Kingsley House Association, Pittsburgh,	84

INDEX.

Allegheny—	
Baths, Public,	78
Carnegie Free Library,	47
Covode Settlement House,	83
Hospital—sick and injured,	62
Institutional Homes,	60, 61
Play Grounds,	73
Schools, Elementary,	21
Schools, High,	27
Schools, Kindergarten,	20
Schools, Manual Training,	28
Schools, Sewing and Domestic Science,	30
Academy of Fine Arts,	49, 51
Allentown Hospitals—sick and injured,	63
Altoona—	
Hospitals—sick and injured,	64
Schools, Elementary,	21
Schools, High,	27
Schools, Manual Training,	28
Ambrose School,	23
Angora—Institutional Home,	61
Art Schools,	49-52
Ashland Hospital—sick and injured,	63
Avalon Public Schools,	22
Banking, State,	13
Baths, Public,	77, 78
Beaver College,	42
Berks County—School Gardens,	78
Bethlehem—Institutional Home,	61
Blind, Institutions for,	55
Bloomsburg, State Normal,	36
Blossburg Hospital—sick and injured,	64
Books purchased,	88
Books and Magazines donated,	88
Bradford, Public Library,	49
Bristol, High School,	27
Bryn Mawr—	
College,	42
Hospital—sick and injured,	63
Bucknell University,	41

Bucks County Public Schools,	23
Butler, Institutional Homes,	61
California, State Normal,	36
Carnegie Library,	47-49
Carnegie Technical Schools,	42-47
Chester—	
Hospitals—sick and injured,	63
Schools, Elementary,	21
Schools, High,	27
Chester County—Public Schools,	23
Chester Springs—Soldiers' Orphans' Industrial School,	62
Clarion, State Normal,	36
Clearfield—	
Hospitals—sick and injured,	65
Schools, Public,	22
Schools, Sewing and Domestic Science,	30
Colleges and Universities,	40-42
Connellsville Hospital—sick and injured,	63
Columbia Hospital—sick and injured,	63
Columbia, School and Settlement of Pittsburgh,	83
Conshohocken—	
Schools, Public,	22
Schools, Sewing and Domestic Science,	30
Corry Hospital—sick and injured,	63
Covode, Settlement House,	83
Crawford County—	
Schools, Elementary,	23
Schools, High,	27
Crozier Theological Seminary,	40
Danville Hospital for Insane,	65
Deaf, Institutions for,	57
Delaware County—Public Schools,	23
Dental Colleges,	38, 40
Dickinson College,	38, 42
Dixmont Hospital for Insane,	65
Domestic Science,	30-33
Downingtown Public Schools,	22
Eastern Institute for Feeble-Minded,	58
Easton—	
Hospitals—sick and injured,	63
Institutional Homes,	60
East Stroudsburg, State Normal,	36
Ebensburg High School,	27
Edinboro, State Normal,	36
Education, Division of—	
Elementary,	12, 19-23

Higher,	12, 38-47
Secondary,	12, 25-37
Special,	12, 30-36, 54
Elwyn, Penna. Training School for Feeble-Minded Children, ..	57, 58
Embreeville—	
Hospital for Insane,	65
Institutional Homes,	61
Erie—	
Institutional Homes,	60
Parks, Public,	71
Schools, Public,	21
Exhibits, Preparation of,	17, 18
Fayette County, Public Schools,	22
Feeble-Minded and Epileptic Institutions,	57-59
Gifts,	89
Glen Mills House of Refuge,	67
Glen Riddle Institutional Home,	61
Greensburg—	
Hospital—sick and injured,	63
School, High,	27
Harrisburg—	
Hospital for Insane,	65
Hospitals—sick and injured,	63
Institutional Homes,	61
Parks, Public,	71
Play Grounds,	73
Schools, Elementary,	21
Schools, High,	27
Schools, Manual Training,	28
Haverford College,	42
Hazleton—	
Hospital—sick and injured,	63
Institutional Homes,	61
Health, Department of,	13, 86
Heinz, H. J., Co.,	81, 85
High Schools,	25-27
Hillside Hospital for Insane,	65
Homestead—	
Schools, Manual Training,	28
Schools, Sewing and Domestic Science,	30
Hospitals, sick, injured and insane,	62-65
Housing Conditions,	68-71
Huntingdon State Industrial Reformatory,	67
Indiana, State Normal,	37
Industrial Schools,	33-36
Carlisle Indian,	35

Cornplanter Indian,	36
International Correspondence Schools,	54
Jefferson Medical College,	38
Johnstown—	
Hospitals—sick and injured,	63
Schools, Elementary,	21
Schools, High,	27
Schools, Kindergarten,	20
Jonestown Institutional Home,	61
Juvenile Courts,	65, 66
Kane School, Sewing and Domestic Science,	30
Kindergartens,	20
Kingsley House Association,	83-85
Kittanning Hospitals—sick and injured,	63
Kutztown, State Normal,	37
Lancaster—	
Hospital for Insane,	65
Hospital—sick and injured,	62, 63
Institutional Homes,	61
Langhorne Manor Institutional Home,	61
Lansdale Public Schools,	22
Lansdowne—	
Schools, Elementary,	22
Schools, High,	27
Lantern Slides,	90-95
Law Schools,	38
Lebanon Hospitals—sick and injured,	64
Libraries for the Blind,	49
Libraries, Public,	47-49
Library Schools,	49
Lock Haven, State Normal,	37
Loysville Institutional Home,	61
Luzerne County—	
Schools, Elementary,	22
Schools, High,	27
Lycoming County Public Schools,	23
Mansfield, State Normal,	37
Manual Training,	27-30
Matamoras—	
Schools, Elementary,	22
Schools, High,	27
McKeesport Hospitals—sick and injured,	62
McKees Rocks Public Schools,	22
Meadville—	
Hospitals—sick and injured,	63
Institutional Homes,	61

Medical Schools,	38
Medico-Chirurgical,	38
Millersville, State Normal,	37
Milton—	
Schools, Elementary,	22
Schools, High,	27
Montgomery County Public Schools,	22, 23
Morganza, Penna. Reform School,	67
Morrisville High School,	27
Mount Airy Institution for Deaf,	57
Mont Alto Hospitals—sick and injured,	65
Museum, Division of Education,	9
History of,	10-11
Purpose of,	9
Suggestions for,	96, 97
New Castle Hospitals—sick and injured,	63
Normal Schools,	36, 37
Norristown—	
Hospital for Insane,	65
Hospital—sick and injured,	63
Schissler Business College,	54
School, Manual Training,	28
Schools, Public,	21
Schools, Sewing and Domestic Science,	30
Octavia Hill Association,	68
Oil City—	
Hospitals—sick and injured,	63
Schools, Elementary,	22
Schools, High,	27
Schools, Manual Training,	28
Oral School for Deaf,	57
Overbrook—	
Institution for Instruction of Blind,	55
St. Charles Borromeo Theological Seminary,	40
Penitentiaries,	67, 68
Pennsylvania College for Women,	42
Pennsylvania Home Teaching Society and Free Circulating Li- brary for the Blind,	49
Pennsylvania State College,	41
Pennsylvania Training School for Feeble-Minded Children, ...	57
Pharmacy, Philadelphia College of,	40
Philadelphia—	
Academy of Fine Arts,	49
Baths, Public,	78
College of Pharmacy,	40
Commercial Museums,	89

Dental College,	40
Drexel Library School,	49
Free Circulating Library,	49
Free Libraries,	47
Free Library for Blind,	49
Home for Training in Speech,	57
Hospitals for Insane,	65
Hospitals—sick and injured,	63-65
Industrial Home for Blind Women,	55
Industrial Homes,	60, 61
Parks, Public,	71
Penna. Home Teaching Society and Free Circulating Li- brary for the Blind,	49
Pierce School,	54
Play Grounds,	73
School of Design for Women,	51
School Gardens,	78
School of Industrial Art,	51
Schools, Kindergarten,	20
Schools, Manual Training,	28
Schools, Public,	20
Schools, Sewing and Domestic Science,	30
Spring Garden Institute,	52
Stetson, J. B., & Co.,	81
Wash Houses, Public,	78
Working Home for Blind Men,	55
Phillipsburg Hospital—sick and injured,	64
Phoenixville—	
Hospitals—sick and injured,	64
Library, Public,	49
Schools, Elementary,	22
Schools, High,	27
Pierce School,	54
Pittsburgh—	
Baths, Public,	78
Carnegie Library,	47
Columbia School and Settlement,	83
Heinz, H. J., Co.,	81
Hospitals—sick and injured,	63
Institutional Homes,	60, 61
Kingsley House Association,	83
Parks, Public,	71
Pittsburg and Allegheny Kindergarten College,	20
Play Grounds,	73
Schools, Kindergarten,	20
Schools, Manual Training,	28

Schools, Public,	21
Schools, Sewing and Domestic Science,	30
Training School for Children's Librarians, Carnegie Library,	49
Western Penna. Institution for the Blind,	55
Western Penna. Institution for Instruction of Deaf,	57
Westinghouse Air Brake Co.,	81
Wash Houses, Public,	78
Pittston Hospital—sick and injured,	63
Play Grounds,	73-77
Polk, State Institution for Feeble-Minded,	57, 58
Pottstown—	
Hospital—sick and injured,	63
Schools, Public,	21
Pottsville—	
Hospitals—sick and injured,	63
Institutional Homes,	61
Prisons,	67
Professional Schools,	38, 40
Punxsutawney Hospital—sick and injured,	63
Reading—	
Hospitals—sick and injured,	62, 63
Institutional Homes,	61
Schools, Public,	21
Reading Room and Library,	87-89
Reformatories,	66, 67
Reformed Church Theological Seminary,	40
Retreat, Luzerne County—Hospital for the Insane,	65
Ridgway—	
Hospitals—sick and injured,	64
Schools, Elementary,	22
Schools, High,	27
Rosemont Hospital—sick and injured,	63
Sayre Hospital—sick and injured,	63
School of Design for Women,	51
School Gardens,	78-81
School of Industrial Art,	51
Scotland Soldiers' Orphans' Industrial School,	62
Scranton—	
Hospitals—sick and injured,	63, 65
Institutional Homes,	60, 61
International Correspondence Schools,	54
Oral School for Deaf,	57
Play Grounds,	73
Schools, Elementary,	21
Schools, High,	27
Schools, Kindergarten,	20

Sewing,	30-33
Shippensburg State Normal,	37
Slippery Rock State Normal,	37
Social Centers,	85, 86
Social Economy,	12, 55-68
Civic Associations,	13, 68-86
Penal Institutions,	12, 65-68
Public Charities,	12, 55-65
Social Settlements,	13, 83-85
Social Systems in Factory and Shop,	13, 81
Soldiers' Orphans' Industrial Schools,	62
South Bethlehem Hospital—sick and injured,	64
South Fork High School,	27
Spring City Institution for Feeble-Minded and Epileptic,	57, 58
Spring Garden Institute,	52
State Institution for Feeble-Minded of Western Penna.,	57, 58
Statistics, Industrial,	13, 86
Steelton—	
Schools, Elementary,	22
Schools, High,	27
Stetson, J. B., & Co.,	81
St. Charles Borromeo Theological Seminary,	40
Sunbury Hospitals—sick and injured,	64
Swarthmore College,	42
Technical Schools,	42-47
Temple College,	42
Theological Seminaries,	40
Tidioute—	
Schools, Elementary,	22
Schools, High,	27
Schools, Manual Training,	28
Titusville—	
Hospitals—sick and injured,	64
Library, Public,	49
Topton Institutional Homes,	61
Trade and Industrial Education,	33-36
Uniontown Hospital—sick and injured,	63
University of Pennsylvania,	38, 40, 41
University of Pittsburgh,	38, 40, 41
Warren—	
Hospital for Insane,	65
Hospital—sick and injured,	62
Schools, Elementary,	22
Schools, High,	27
Schools, Sewing and Domestic Science,	30
Warren County Public Schools,	23

Waynesburg Institutional Homes,	61
Wernersville Hospital for the Insane,	65
West Chester—	
Hospitals—sick and injured,	64
Library, Public,	49
Schools, Elementary,	22
Schools, High,	27
Schools, Sewing and Domestic Science,	30
State Normal,	37
Western Penna. Institution for the Blind,	55
Westinghouse Air Brake Co.,	81
White Haven Hospital—sick and injured,	65
Wilkes-Barre—	
Hospitals—sick and injured,	63, 64
Institutional Homes,	60, 61
Schools, Elementary,	21
Schools, High,	27
Williamsport—	
Hospitals—sick and injured,	62
Schools, Elementary,	21
Schools, High,	27
Wilson College,	42
York—	
Hospital—sick and injured,	64
Institutional Home,	61
Schools, Public,	21

